

Junior College Journal

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JUNIOR COLLEGE JOURNAL

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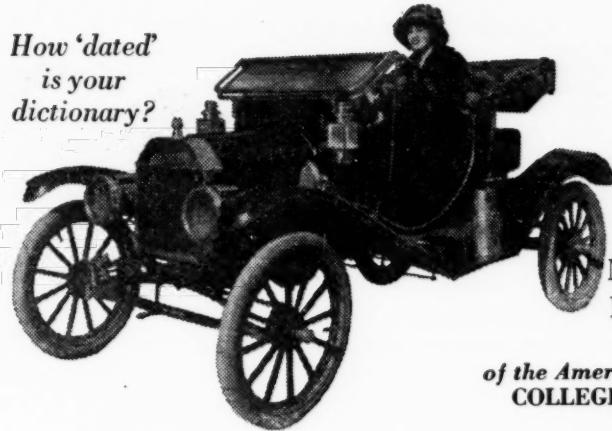
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Now and Then



To those of our readers who are attending the annual convention of the American Association of Junior Colleges in Chicago, we of the *Journal* staff extend a warm welcome.

The year-long planning which has gone into this convention should insure an outstanding meeting, with many worthwhile plans and ideas ensuing from it.

For those of you who are unable to attend the convention, the *Journal* will attempt to bring you as much of it as possible. In our May issue, as usual, we will devote the entire magazine to the annual convention, publishing as many of the speeches and reports as space will permit.

* * *

Another good series of guest editorials comes to a close in this issue with an article on "Youth and Art" by Edwin Ziegfeld, head of the Department of Fine and Industrial Arts, Teachers College, Columbia University. The *Journal* staff has taken pride in the quality of the editorials in our series last year on "Youth in the World Today" and this year on "Youth and the Fine Arts" and herewith expresses our appreciation to all the outstanding people who consented to write these editorials for us.

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Youth and the Fine Arts: Youth and Art

EDWIN ZIEGFELD

DURING recent years, an unprecedented number of individuals have been engaging in creative art activities. People of all ages and backgrounds are spending much of their spare time in painting, drawing, sketching, or the crafts. Some idea of the extent of this participation may be gathered from the fact that in adult education courses more individuals are taking work in the arts than in any other area and at a time when adult education is at an all-time high.

Apparently, some deeply-felt need is being shared by large numbers of people. It is more readily observable in adult groups because they are in a better position than children or adolescents to choose the activities which are of interest to them. Students in elementary and secondary grades and in colleges are, wholly or in part, a captive audience with little choice as to the educational experiences they will pursue.

Looked at from the viewpoint of the day-to-day life of most people, this



EDWIN ZIEGFELD, who is Head of the Department of Fine and Industrial Arts at Teachers College, Columbia University, is co-author of the books, Art Today and Art for Daily Living. He also edited Art Education Today and Education and Art, the latter a Symposium published by UNESCO by artists and educators throughout the world. He was first President of the National Art Education Association and at present is a Council Member of the Eastern Arts Association. In 1951 he was a United States participant to UNESCO Seminar on Teaching of Art in General Education and was elected President of the International Society for Education through Art in 1954.

broad-scale engagement in art activities is difficult to explain. On the face of it, it might appear that in education we have two groups to consider—producers and consumers. Indeed, a good deal of art education has been based on the assumption that these two groups exist as separate and distinct. But this superficially easy distinction refuses to be valid, and more and more individuals whom we have tended to class as consumers persist in becoming producers.

The reasons which lie back of this increase in art activity are varied and

clearly spring from the culture and times in which we live. In mid-20th century, there is little opportunity for the development of a sense of essential contribution in work, or for a feeling of individual importance and uniqueness. Most workers in their jobs are responsible only for fragments in vast, complex operations and their particular contributions are small and individually unimportant. With the growth of automation, human problems raised by the machine will become more serious, not less so.

There are in motion in our culture enormous pressures tending towards uniformity, regimentation, and anonymity. In addition, we are living in a period of anxiety and uncertainty. The tensions in international relationships are reflected in the attitudes and actions of us all.

These factors, among others, have tended to bring into prominence the values of creative participation in art. Drawings, paintings, and craft work persist as products in which the relation between the initiator and product is direct and clear, and in which uniqueness and individuality are important criteria. In art work, an individual is able to put in something of himself and of his feelings. In a subjective painting he can project his joys, fears, or anxieties, or move towards a resolution of his conflicts and frustrations; in a utilitarian product, through working with forms and relationships, he organizes not only his environment

but his vision and ideals as well.

This use of art to give balance to the life of an individual is not new, for that was its role in earlier and simpler cultures. But during the last several centuries the lives of most people have been forced into an increasingly greater imbalance, with only a part of the whole person being developed. Even schools have fostered this imbalance, for in building our educational enterprise we have tended to ignore the emotions and have concerned ourselves only with the intellect. The arts do not ignore the intellect, but it is primarily from the emotions that they spring. And, basically, the great problems which face us all, whether on an individual or world-wide scale, will be solved, not by scientific discoveries or material accomplishments, but by the moral and human bases of our actions. These are the values which the arts—all the arts—nurture.

For the junior colleges, it means that we have a responsibility towards all our students in the arts. Specialists and professionals must be trained, but everyone has a need for deepening and extending his emotional life. Equally important, the arts remain as one of the few areas in which it is possible to discover and proclaim oneself as a unique individual. These values are basic to survival, and in an era where they are faced with suppression or extinction, it is the arts which will most readily provide them.

Implications of the Citizenship Education Project for the Junior College

B. LAMAR JOHNSON

WILLIAM H. HARLESS

ARTICLES regarding the Citizenship Education Project have appeared in a wide range of educational journals—not to mention such general magazines as *Reader's Digest* and *Vital Speeches* during recent months. Reports on the project are as varied as the periodicals in which they appear. Some give particular attention to the genesis and development of CEP, others to its results; some emphasize the philosophy and organization of the project, others its activities and practices; some stress the materials it has developed, others the conferences and workshops it sponsors. All articles unite, however, in agreeing (1) on the current importance of education for citizenship and (2) on the obvious truism that CEP represents a notable approach to the problem of preparing young people for the responsibilities of citizenship in a democratic society.

Despite the widespread national recognition which CEP has achieved in a field which is of basic concern to the junior college, one searches the literature in vain for articles on junior college participation in project ac-

Professor of Higher Education, University of California in Los Angeles, B. LAMAR JOHNSON currently is Vice President of the Association for Higher Education and Chairman of the National Society for the Study of Education Yearbook Committee. His book, *General Education in Action*, was published in 1952, and many of his articles on education have been published in journals.

Director of Instruction at El Camino College in El Camino, California, WILLIAM H. HARLESS has served as President of Eastern Arizona Junior College, Director of Student Personnel at Arizona State College, and Director of Research for the Arizona State Department of Education.

tivities. And yet, an examination of CEP publications and a consideration of its activities suggest possible implications for the junior college.

With these considerations in mind, it is the purpose of this article briefly to describe the Citizenship Education Project, its purposes, operation, materials, and achievements—and to suggest possible implications for the junior college.

What is the Citizenship Education Project? The Citizenship Education Project was initiated in 1949 at Columbia University's Teachers College

under the leadership of Dwight Eisenhower and of Dr. William F. Russell, then president of Teachers College. Recognizing the critical need for improving the preparation of young people for citizenship, these two educators launched plans for CEP and secured from the Carnegie Corporation funds (grants totaling more than two million dollars have been made) with which to support the project. CEP is a cooperative effort to improve the preparation of youth for citizenship. It aims to aid the improvement of instruction through realistic teaching which binds together, on the one hand, a knowledge and understanding of American ideals and, on the other hand, action. CEP is a service, not a research project. Using the results of previous research, it assembles and distributes suggested improved teaching methods and a wide variety of instructional materials designed to help students become good American citizens.

How does the Citizenship Education Project function? CEP recognizes that youth can learn to be citizens through many varied activities: reading, listening, writing, discussing, dramatizing, observing, participating. Courses typically rely especially on reading, listening, writing, and discussing. These activities are particularly directed at the development of knowledge and understanding. Less often used are dramatization and observation, both of which serve further to broaden understanding. But, as has been indicated, citizen-

ship involves skills. And skills, CEP points out, are learned through participation. Participation need not be postponed until adulthood. It can take place through laboratory practices in classes and in extra-class activities of schools and colleges. Accordingly, in its work and program, CEP places central emphasis on the development and dissemination of laboratory practices designed to provide students with actual experience as a basis for preparation for citizenship. Schools participating in the project are encouraged and helped to use appropriate laboratory practices in existing courses and extra-class programs.

CEP in no sense looks upon the laboratory approach as a panacea or magic formula. Rather it regards this approach as one (a very important one, to be sure) of several different methods of educating for citizenship. CEP recognizes that reading and discussion, lectures and writing, should continue to be important tools of learning and teaching in the classes of instructors participating in the project. The project gives, however, incidental attention to these last named activities, and primary emphasis to laboratory practices.

To aid in the development of laboratory practices in an educational program which combines both knowledge and action, CEP has prepared and published the following planning tools:

1. *Premises of American Liberty.*

This booklet lists fundamental principles and basic beliefs of American democracy as these have been set forth in the Declaration of Independence, the Constitution, basic legislation, and major court decisions. Each principle and belief is documented by reference to one or more of its sources. *Premises of American Liberty* is a background tool which serves as guiding focus for the entire project. All other resources and tools of CEP are organized to conform to the list of premises.

2. *Materials card file.* This file, commonly referred to as the "Green Box," contains more than 1200 five by eight inch cards bearing annotations of books, films, records, and pamphlets which deal with specific premises of American liberty and with related unsolved problems and issues. Included are materials for use in social studies, English, home economics, business education, science, and related areas of the curriculum. Cards are indexed and annotated to help teachers select with economy of time from a wide variety of sources.

3. *Laboratory Practices Card File.* This file, the "Brown Box," contains more than 300 descriptions of specific laboratory practices which have been successfully used in teaching. Indexed according to fields of curriculum, cards are organized under such headings as: Courts, Elections, Government, International Relations, Legislation, Community Agencies, Community Development, Consumer Infor-

mation, Disaster Preparedness, Economic System, Education, Employment, Housing, Recreation, School Improvement, Communication Media, Family, Old Age, Personal Behavior, Transportation, Public Opinion-Propaganda, and Conservation. The following digests indicate something of the nature of representative laboratory exercises:

In the practice "Cooperating with Political Parties" students and their teacher arrange with political party leaders in the community to participate in local party activities. These activities include attendance at regular party meetings and many of the jobs connected with registration, campaigns, and voting at primary and general elections. Meanwhile the students read, and report and discuss what they do and see.

"Identifying Federal Services in the Local Community" is a practice intended to give young citizens a more concrete understanding of their Federal Government. The students gather much of their information by interviews with key personnel in whatever federal agencies exist in the community, take notes and pictures, and make a movie or film-strip of their findings.

"Interning with Community Leaders" is a practice which helps to increase students' understanding of the responsibilities of community leaders through direct working experience with people in local government and various voluntary groups. The practice suggests an organized intern schedule, including specific jobs, working time, and evaluation techniques.

The practice "Making a Tax Map of the Community" provides students with insight into some of the economic as-

pects of citizenship. After planning with school administrators and tax officials, the students make a tax map of their community. On it they identify plots of land and their assessed valuation, improvements, and non-taxable property. Finally, they check assessment records against the properties themselves to determine possible inequities and losses in community taxation. They then present their findings to local officials.¹

The materials identified above are available for purchase from CEP. In practice, however, the project has recommended (and in its early history, actually required) that representatives of schools (including both administrators and teachers) planning to use the materials participate in one or more of the workshops held by CEP for the purpose of explaining its program, introducing its publications, and explaining their use. Such workshops have been held in 38 states and Hawaii, frequently with the cooperation of state departments of education, state universities, and state or regional educational associations.

What has the Citizenship Education Project achieved? The achievements of CEP may be considered under three headings: published materials, extent of participation, and appraisal of results.

The published materials to which reference has previously been made represent one of the major accomplishments of CEP. The entire finan-

cial and staff resources of the project have been made available for the study and research needed to plan and develop the major planning tools: *Premises of American Liberty*, the material card file, and the laboratory practices file. These materials have been widely acclaimed for their value in actual teaching situations.

At the close of its fifth year CEP was working with approximately 750 school systems. More than 2400 teachers and approximately 150,000 students had participated in the project.

Although CEP is a service, rather than a research project, the study is concerned with the evaluation of its results and has given considerable attention to appraising the results of its work. It is obviously yet too early to appraise the citizenship activity of students who have been enrolled in classes taking part in the project. It is, however, possible to report a wide variety of school and civic developments which have emerged directly from the laboratory practices which students have had in CEP classes: improved plans of traffic control to relieve rush hour congestion, sharply increased percentages of voters going to the polls, expanding community programs of recreation, programs for orienting new families to communities, public forums on community problems, citizenship education workshops for adults, improved care and maintenance of school plants and grounds, evaluations of motion pictures shown in commu-

¹ *Improving Citizenship Education*. Citizenship Education Project. Teachers College, Columbia University, 1952. Pp. 5-6.

nities, surveys of vocational opportunities for elderly men and women, polls of public opinion for use of legislators, and improvements in community sanitation services.

Such tangible and immediate results as those suggested above have been supplemented by surveys of student and faculty judgment and by testing programs. Studies of both student and faculty judgment have been overwhelmingly enthusiastic about the values which students get from participating in CEP laboratory practices. In several states CEP has conducted testing programs in which the achievements of students in CEP classes have been compared with those of students in controlled classes. Statistically significant differences in favor of CEP classes have been found in such areas as knowledge of American government, knowledge of citizens' rights and responsibilities, and capacity to deal with contemporary problems as revealed in an extensive test involving realistic situational problems.

Such evidence as is available suggests that CEP is making a notable contribution to the citizenship preparation of students in classes participating in the project.

What is the attitude of the Citizenship Education Project toward the junior college? Although CEP has given primary attention to high schools, the director and staff of the project have consistently expressed and shown an interest in citizenship educa-

tion during the first two years of college. During the past three years several colleges and universities, and at least one junior college, have participated in conferences sponsored by CEP and have engaged in the cooperative planning tools. During July, 1954, a member of the CEP staff directed a three-day workshop, held at the University of California, Los Angeles, on the subject of implications of the project for the junior college.

In a recent letter to the authors of this article, Dr. William S. Vincent, Director of CEP, writes, "We can and will do as much for any interested group of junior colleges as we are doing for any new group of high schools."

CEP staff members point out that materials, and particularly the type of approach to learning and teaching which the project has developed during the past five years, have value for junior college classes in many cases. They report that the experience of colleges which have participated in CEP work confirms the values of laboratory practices in college teaching.

Of particular significance to junior colleges is the announcement by the CEP staff that its planning tools and the results of its work and experience are now available to interested junior colleges.

How can a junior college utilize the findings and resources of the Citizenship Education Project? The staff of

any junior college wishing to use the resources of CEP will need to:

1. Get acquainted with the techniques and procedures developed by the project.
2. Get acquainted with the planning tools and other publications of the project.
3. Consider the possible usefulness of these procedures and tools for the curriculum of their particular junior college.

Descriptive reports regarding CEP are available without charge, and the planning tools described earlier in this article (*Premises of American Liberty*, materials card file, and laboratory practices card file) are available for purchase.

Faculties wishing assistance in developing plans for the use of these planning tools (CEP recommends that such direct assistance be secured whenever possible) may frequently get aid from the project staff. Often CEP can refer interested faculties to educators in neighboring school systems or universities who are qualified to conduct conferences on the project. Occasionally CEP may be able to supply a staff member who can hold a workshop of from one and a half to three days with representatives of a group of junior colleges.

Junior colleges interested in getting acquainted with the project and in exploring its implications for their institution should write to Citizenship Education Project, Teachers College, Columbia University, New York City.

Determining the usefulness of CEP procedures and tools for a particular junior college must, of course, be made by faculty members themselves. In most schools and colleges laboratory practices are initially used by only one or two instructors. Later, additional faculty members, or entire departments, may adopt such procedures.

What laboratory practices can be used in junior colleges? CEP emphasizes the fact that it holds no "monopoly" on planning, developing, or disseminating laboratory practices. Participating faculty members are encouraged to develop original practices which are appropriate to their particular situations. As has been indicated above, the project has, however, prepared descriptions of laboratory practices that have actually been used (laboratory practices card file). An examination of this file will be highly suggestive to interested junior college instructors.

Another source of suggestions will be a forthcoming CEP publication, *Citizenship Laboratory Practices for College Students*. In its present preliminary edition the handbook describes such practices as the following which have been developed and used by colleges participating in the project:

Determining the Blood Type for Individuals in a College Community
Analyzing the Newspapers' Influence on Public Opinion

- Assisting in the Operation of a Local Neighborhood Center
- Assessing the Adequacy of a Public School System's Physical Plant
- Assisting in the Solution of a Problem in Annexation
- Community Planning for Industrial Re-employment
- Analyzing the Work of UNESCO
- Preparing a Land-Use Atlas for a Planning Commission
- Analyzing the Results of a Vote on a Bond Issue
- Surveying Employment Practices for Minority Groups
- Surveying Housing as a Local and National Problem

At the 1952 summer workshop, held at the University of California, Los Angeles, for junior college faculty members interested in the implications of CEP for their work, instructors reported plans for working on such projects as these:

- Studying Traffic Routine and Control
- Polling Public Opinion on Community Problems and Issues
- Holding Children's Book Festival (Done for Several Years)
- Studying City's Water Supply

These laboratory practices listed above in no sense provide a definitive

list of possibilities. They are intended only to be suggestive of the type of developments which have taken place under the encouragement of and with the assistance of CEP.

A review of these and other proposed laboratory practices will be sufficient to indicate that they are more than term papers or academic exercises. They are invariably based upon live problems of the community which need some action for improvement or solution. This kind of a situation permits students to feel the reality and worthwhileness of their participation.

Many junior college instructors who have not heard of CEP are, and long have been, using laboratory practices in their teaching. CEP makes no claim to having invented the laboratory practice in teaching citizenship. CEP is, however, serving as a center of stimulation, or information, and of assistance to faculties and to individual instructors who may be interested in using laboratory practices in the teaching of citizenship.

Such groups should be encouraged to write to CEP for information and possible assistance.

Period of Transition from School to College, a Challenge and an Opportunity

JOHN R. BERTRAND

SEVERAL years ago the following letter was received by a father whose son, a few weeks earlier, had started to college.

"Dearest Dad:

"I wish you were here to talk to me. I am about ready to quit. College just isn't at all what I expected. I guess all summer I was thinking that it would be just like high school, only more advanced. Maybe I've slipped, for I work as hard as I did in high school, even harder; and already I have failed two tests. Maybe I didn't study enough in high school, but you know I made pretty good grades. I thought I could do the same in college.

"There are some things that bother me, too, Dad. No one pays much attention to me. I guess being the football hero back home spoiled me, and I did feel pretty important when I got my diploma from high school, but so far at college I feel lost and unimportant. I miss you, too, Dad—you and Mom and the rest of the family. Many of the things that Mom did for me I just took for granted, like keeping my clothes ready for me and straightening up my room. Now I have to do those chores for myself.

"I told you about my roommate when I wrote before. He is really a pretty nice guy, but we don't agree on one thing and I'm afraid it's beginning to cause some

JOHN R. BERTRAND, Dean of the College of Agriculture at the University of Nevada in Reno, Nevada, has published articles in College and University, Texas Outlook, and others. This article was first presented as a talk before the 1954 Junior College Conference in Oklahoma. Before accepting his present position, the author was Dean of Basic Division of Texas Agricultural and Mechanical College, where he was also chairman of the Junior College Relations Committee.

trouble. He is in the habit of being in bed by 10:00, and I keep him awake when I study later than that. He seems to get his work done before I do.

"One other thing worries me, Dad. I don't know just how to explain it, but it seems that the standards here are pretty loose. The fellows do things and talk about things that just don't fit in with what you and Mom and the church taught me about right and wrong. They make me feel like I'm a sissy—or like I'm just plain stupid.

"Maybe I'm just lonesome and homesick more than anything else, but I have been pretty discouraged. There are so many offices here to report to that I don't know just where to go to get help when I feel like I need it. It seems that just writing this to you has helped some, though.

"I'll try my best not to let you and Mom down, Dad, but I sure wish someone had told me what college is like so

I would have at least known what to expect.

Love,
Bill"

The difficulties which this beginning college freshman describes to his father are by no means unique. Probably Bill's father will be able to think back to similar experience at the time he started to college. Indeed, these problems are faced each fall by thousands of boys and girls who enter college. The problems may vary from college to college, and they may vary with each individual, but there are common elements in the strangely new and demanding situation faced by any group of freshmen.

For most freshmen, going to college is the first extended separation from home. For some this may mean release and relief. Others may feel fearful and frightened. In either event, adjustment to new responsibilities and eventual acceptance of self-direction is required.

Separation from home also means separation from the community in which the boy or girl grew up. Affiliations which gave social support and status suddenly are no longer present. The boy or girl may have been important at home because of family prestige or position—or, as with Bill, athletic prowess may have elevated the individual to a position of local importance. The change of status from "local somebody" to "college nobody" is probably experienced in some degree

by most college freshmen. New acquaintances must be made, and from these a new circle of friends must be developed.

The new college student finds himself in a new competitive environment. His relative academic ranking is no longer elevated by the lower ranges of ability found in the high school group. He is now in the "big league," so to speak, where his classmates, for the most part, are from the upper quarter of their respective high school groups. This results in keener competition in college than in most high schools. High achievers from small high schools often have terrific adjustments to make. Medium and low achievers very often are lost in the competition. Weakness in aptitude needed for selected course objectives also sometimes gives difficulty.

Often there has been little study in high school; consequently, the study habit and method are not set. Students often have failed to make solid achievement before entering college—especially in communicative arts and mathematics. Poorly developed basic skills in reading, written expression, and mathematics, although sometimes adequate for passing high school work, become problems of serious consequence in college.

On the other hand, superior or gifted students are very often neglected in both our schools and our colleges because of our efforts to fit all youngsters into the same mold. Therefore,

we have entering college students who are advanced in knowledge in certain areas but who are required to trudge along in a course which they have already mastered. Some of our most gifted become so bored that they underachieve, fail, or drop out of college.

The freshman usually finds that he has far more freedom than he has ever had before. Suddenly there is no close parental attention to his affairs. The church group which gave stability and direction to his behavior is far away. He will now, within certain limits, make his own decisions, budget his finances, and plan his own time. This freedom may not be handled easily or wisely at first, and, again, new adjustments are required.

The new freshman must learn the physical organization of the college. Not infrequently, the campus may spread over a hundred or so acres of land with a multitude of buildings housing a baffling complexity of departments and classrooms. The picture may not take on meaning as the new student is shunted from the Fiscal Office to the Registrar's Office to the Housing Office to the Office of his Dean, and so on.

One other common situational factor facing new college students relates to selection of a vocation or field of work. Many will have decided upon a vocational goal at the time of college entrance. Others will have perhaps two or three possibilities they wish to explore before deciding definitely. Many

others are completely uncertain regarding life work. Those who are undecided feel more keenly than before the need for making this important decision, for entering college means beginning the final stage of preparation—and, indeed, the curriculum organization in most colleges will not permit undue delay in deciding upon a degree objective. Even those who have a definite goal in mind may be bewildered by the complexity of course offerings and requirements and are frequently confused by catalog descriptions. Probably some aspect of the problem of vocational orientation is faced to some degree by all of the boys and girls making the transition from high school to college.

More could be said about the adjustments required of the college freshman by his new environment, for the problems that are prevalent in the period of transition are even more numerous and more complex than have been recognized. Herein lies the challenge as well as the opportunity for those of us who work in the field of education. Problems present us the *challenge* of solution. Solution of the problems facing us and our young people in transition gives us the *opportunity* more fully to meet the needs of our students.

One of the most clearly discernable manifestations of unsolved problems of transition is a high rate of student losses. Student losses are costly, socially and economically, both to the individ-

ual and to his society. The chances for social and economic waste increase with the percentage of student losses. To reduce student losses while maintaining academic standards is an aim of many colleges and universities. It is rather commonly agreed that by restricting admission to students selected on the basis of capacity for profiting most from the training, an educational institution is striking directly at the heart of the student loss problem. Such an answer is probably the simplest way of getting at the problem, since it largely avoids it. Many private institutions and some public colleges and universities have used such a plan with varying degrees of effectiveness. Careful selection based upon the use of instruments and techniques for the measurement of capacity and interest and also upon demonstrated scholarship makes possible the gathering together of a very superior student body. For institutions that can make full use of it, selective admission is an effective device for transferring that problem to a large extent to colleges not having a restrictive policy. Yet most state supported institutions do not and probably cannot establish restrictive admission policies. Moreover, it is doubtful if selection provides the answer to the broader aspects of the social issues involved. (I would not leave this point, however, without recognizing that there are other, valid arguments in favor of some colleges' having restrictive policies.)

The opportunity facing all of us is to find a more satisfactory answer to those broad social issues. The junior colleges and the community colleges are in a much more strategic position to find satisfactory answers to these broad social issues than are most of the institutions of senior rank, even when they establish Basic Divisions and University Colleges. They are in the better positions to do so because their fundamental philosophy recognizes, or should recognize, that sound curricular opportunities covering terminal vocational curriculums as well as the first two years of traditional college work should be available to students who have a wide range of aptitudes, interests, and objectives. Their philosophy recognizes, or should recognize, that some students have a "passion to learn," as aptly phrased by Brumbaugh, while other students equally capable are more interested in manipulative activities. Their philosophy accepts, or should accept, their responsibility to all their students and to their community. Their philosophy is, or should be, basically that of the fullest conservation of their human resources, the most valuable resource of a democratic nation.

By accepting conservation of human resources as a basic philosophy, the junior college or community college is provided with a peculiar opportunity for service. What will be done with this opportunity?

The curriculums of the junior college which are replicas of the first two years in a senior college should be only a part of the total program. Educational programs that meet the realistic and functional needs of students, whether they be young people or adults, are needed. An educational program at the freshman and sophomore levels which equips students to go on to a senior college is a valuable and proper function of the junior college, but it is far from the sole function. An examination of the realistic and functional needs of students in the communities in which they live reveals that there are many positions that need two years of post-high school training.

There is much more need now and in the foreseeable future for nurses, laboratory technicians, x-ray specialists, and technical assistants in the office than there is for physicians and surgeons.

In many industries, several technicians are required for each college trained engineer. Production processes require supervisors, inspectors, technicians, draftsmen, plant operators, and maintenance foremen, all of whom do not require a four-year degree in engineering. However, they do require specialized training beyond high school level.

Quoting from a talk made by Vernon A. McGee at the Tenth Annual Junior College Conference at Texas A & M in October, 1953—"When a community college turns its face

against the real needs of the community it serves, there is a real danger of its becoming an academic freak regardless of the cloak it may wear or the name it may bear.

"If you seek to sharpen the program of the community college to meet truly and fully the needs of the community, the knowledge required to make a blood test, or to determine the malignancy of a damaged tissue, or to inspect an airplane engine, or to plot the schedule of tomorrow's assembly line, is still not enough. There are some things even more important to the community.

"No technical skill, however proficient; no agency of education, however ingenuous; no enactment of laws, however lofty their aims, can produce a good and secure society if personal integrity, honesty, and self-understanding are lacking."

Our course offerings need to include those which give consideration to training in moral and spiritual values, but even more important our faculties and staffs must be composed of persons in whose lives are exemplified these values.

Attention must be given to course offerings that will help our young people to be ready to meet their citizenship responsibilities. Whether one of our students later becomes an x-ray technician or the chief engineer for a petroleum company, he will need to be a responsible, participating member of the community and state in which he

lives. As a citizen, he will want to be a voter, informed on basic issues in our nation, with the conviction and courage to speak and vote his beliefs.

Thus far, we have hurriedly scanned the problems of our students in transition and college programs designed to meet the needs of these students. Let us now examine still further just how we as faculty and administrative staff can accept more fully the challenge of conservation of human resources and thus use our opportunity to share in a program of conservation.

Before any institution can make such progress in taking a firm hold of this opportunity, it is necessary for all of us who work with students to understand those with whom we work. We must realize that students enrolling in college for the first time vary widely in their potentialities, their interests, their motivations, their maturity, and their emotional stability. Each of us must be interested in his students as whole individuals rather than as segments of a whole class, each member of which we blithely assume is as capable and as ready as all other members to begin at the same point in the learning process with us.

We need to examine and see clearly the relationship of courses which we teach to the end goal of education, and of the day-by-day lessons to the end goal of the course. We must be very certain that we do not pit technical education against general education. We must realize that the study of any

subject matter, even though it be of a liberal nature, does not inevitably result in liberal education. We need to accept the fact that almost any subject matter which is worthy of a place in the curriculum of one of our institutions, be it a junior or a senior college, can be taught either as a professional specialty or as a liberal subject. It is important that all of us as faculty members emphasize the mutually inclusive aspects of the technical and liberal rather than their exclusive aspects.

After we agree upon our end goals, it is important that we take into consideration all of the discoverable factors which assist or interfere in the development or the progress of the student. In doing this, we must constantly keep in mind that "no one can do anything for anyone else" but rather that we can only lead them or assist them "to do something for themselves."

All of us who are teachers and administrators must realize that any specific program of study is as effective and efficient as it is made by us and our students. After all, any curriculum is brought to life by the kind of instruction given and the responses made to that instruction. Instruction in the various desired academic skills is only one part of a program of study. Leading a student to develop effective techniques of study and methods for integrating each academic and study skill with others is an even more important portion of the program of study.

As a senior college administrator with no first hand experience in a junior or community college, I should like to sketch broadly the program and policies that I would like to see instituted in College Able, a junior and community college which I would establish in my air castle.

In College Able I would develop courses equivalent to those offered during the first two years at an Arts and Sciences College and some fundamental academic courses in engineering, agriculture, business administration, and home economics. In addition, however, I would study the vocational needs of the communities served by Able College and establish such two year terminal programs of study as appear appropriate. In all of these terminal programs I would strongly emphasize such fundamentals as written and spoken English, mathematics, and developmental reading for those with inadequate skills. A specialized course and laboratory designed to improve techniques of study and of problem solving would be available and recommended to all students. I would also want to offer in the terminal programs such courses as might be needed to serve the technical needs of the students and of society.

Independent courses would be offered for adults in my community as long as a large enough number of interested adults made practical the offering of these courses. In this latter area as well as in the terminal pro-

grams, I would expect thorough mastery of fundamental knowledge to be the criterion of satisfactory attainment in the course. I would want a sufficient body of fundamental knowledge in the particular field to be the criterion for deciding whether a course should be offered for academic credit or as an extension short course with a certificate given for its completion.

I would want to offer all of the young people in College Able a course that would include consideration: of basic social issues, of the underlying philosophy of democratic government as well as how it developed, and of ideologies in conflict with democracies.

I would want the faculty members and administrators of College Able to be persons who desire to teach, who have qualities of inspirational leadership, who possess knowledge of their technical fields and the relationship of these to other fields, who understand as thoroughly as possible how people learn, and who have the desire to transmit knowledge to the student so that it will be alive and meaningful. I would want the teachers and the administrators to accept counseling as being an integral part of the education process; to understand that while counseling involves all contacts between the teacher and the taught both in and out of the classroom, students with particular problems often need the help of and must be referred to persons with specialized training. Finally, I would want the teachers and

administrators to be willing to accept the need of working together consistently in order to discover and to marshal their efforts toward solving their mutual problems and also constantly to evaluate attainments objectively.

In College Able there would be a guidance and counseling program involving a person or persons with specialized training to direct the efforts of other members of the staff in these areas. Fundamental to the guidance and counseling program would be a sound group and individual testing program covering aptitude and achievement tests and measures of interest and personal adjustment. I would want each member of the staff to know that nothing of a magical nature can be performed with such tests and to understand their limitations along with their uses when properly handled.

I would want previous school records, the results of tests upon entrance, common sense, and opinions of students involved to be used in leading the students toward making final decisions about their courses of study and levels at which they are to begin their study in subject areas. For beginning students I would have first courses in English and mathematics at about three levels.

The curriculum for all full-time entering students would basically be the same for the first semester, adjusted only to the student's previous level of attainment. Sound guidance, demon-

strated capacity, and fundamental interest would be the basis for advising the educational route to be followed by the student during following semesters. Demonstrated conscientiousness and sincerity of purpose and, after a reasonable length of time, the acceptance of a vocational objective commensurate with performance would serve as the requirement for eligibility to remain in College Able until graduation with an Associate of Arts degree, an Associate of Sciences degree, or an Associate degree properly labeled to describe the terminal program that had been followed.

College Able would have a Development Reading program available to all students in which appropriate emphasis would be given as needed to the improvement of comprehension, vocabulary, word recognition, and speed. Special attention would be exercised in selecting the person to supervise and develop this program. A first requirement for selection would be thorough training in psychology. Mechanical "gadgets" would be used with caution. The value of the mechanical devices would be recognized, but the overall approach would definitely not be a mechanistic one. Unless we could demonstrate improved facility with reading results in better academic, vocational, or personal adjustment, reading programs would be open to question, since the teaching of reading as an end in itself probably is not the

function of an institution of higher learning.

Since College Able would be modest in size and in financial backing, the person selected to develop the reading program would also be chosen on the basis of his ability to direct a how-to-study, or improvement-of-study-techniques course. It would be the goal to make this course applicable to more than study while in college. The methods which hopefully would be developed in this course, and instilled through study-work in other courses, would be ones which the student would do well to carry through life regardless of whether his immediate objective was a terminal program or one leading to additional course work in a senior college. Students and staff alike would be brought to realize that this course, while potentially valuable, would not replace the necessity for systematically devoting many hours to concentrated study.

College Able would also attempt to expedite and make more effective its

personal and vocational guidance program by using such group guidance activities as an overall course in "orientation," a vocational guidance course for vocationally undecided students, and a course in individual adjustment which would use a "group dynamics" approach. This group approach would be used partly for the purpose of discovering and establishing a satisfactory working relation with students needing personal counseling and individual vocational guidance.

And so at College Able all the faculty and administrative staff would accept the challenge that comes from the problems faced by young people as they make the transition from school to college. The faculty and staff would use the opportunity "to educate, not to eliminate," while maintaining standards, by adapting the curriculums, teaching methods, and guidance procedures to the needs of our students, our community, our nation, and our world.

A Self Appraisal of Educational and Occupational Needs of the Coastal Area of Orange County

B. H. PETERSON

ORANGE Coast College has been dedicated since its founding in 1947,¹ to providing opportunities to meet the post-high school educational needs of people. Although trite, this statement has real meaning in the functioning of Orange Coast College. Prior to starting instruction in 1948, a survey of the educational and occupational needs of the area was completed. After six years of operation, it was deemed advisable to determine if the educational and occupational needs of the people were being satisfied. Therefore, during the Spring and Summer, 1954, a new survey was completed.

PURPOSE OF THE SURVEY

The major purposes or objectives of the 1954 survey were these:

1. to determine fields or areas in which Orange Coast College should provide training, now and in the future, leading toward occupational competence;
2. to evaluate the total program of education now offered by Orange Coast College;
3. to forecast the growth of Orange Coast College and the area in which it is located;

¹ Orange Coast Junior College District established on January 27, 1947. Instruction began September 13, 1948.

Past President of the American Association of Junior Colleges and of the California Junior College Association, B. H. PETERSON, President of Orange Coast College in Costa Mesa, California, has published numerous articles in the Junior College Journal, California Journal of Educational Research, School and Society, School Executive, and California Journal of Secondary Education.

4. to determine whether or not Orange Coast College is meeting the needs of its students and of business and industry.

PROCUREMENT OF DATA

Thirteen members of the administrative and instructional staff participated in planning and conducting the survey. Every division of instruction of the college was represented. Information was secured from the following sources:

1. Printed survey sheets were mailed to all business and industrial firms of the coastal area of Orange County. Replies were received from 616 firms involving 7,272 employees which represented approximately 35 per cent of all employees. This was considered an adequate sample.
2. An analysis was made of Luskey's Orange County Directory (a listing of all residents of the area, giving oc-

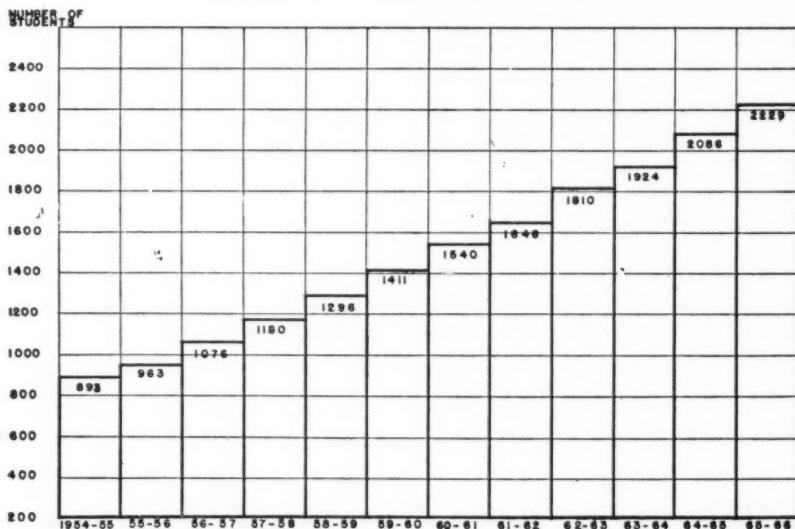
- cupations) of Beach Cities (1952).
3. Survey sheets were sent to employers of all former Orange Coast College students.
 4. A printed questionnaire was sent to former students who had completed 12 or more units of work.
 5. A mimeographed questionnaire was completed by all currently enrolled students (full-time and part-time, day and evening).
 6. Mimeographed questionnaires were filled out by all juniors and seniors in the four high schools of the coastal area of Orange County.
 7. Personal interviews were held for purpose of securing supplementary data with: business, chambers of commerce representatives, employment services, bankers, telephone companies, gas companies, light and power companies, etc.

SIGNIFICANT FINDINGS

The findings of the survey which have significant implication for Orange Coast College include these:

1. Orange County is the fastest growing county in Southern California, and Southern California is generally conceded as the fastest growing part of our nation.
2. The population (now approximately 100,000) of the Coastal Area of Orange County (area served by Orange Coast College) will double in 10 years, triple in 25 years, and reach approximately one-half million people by 1990.
3. Orange Coast College will double its enrollment of day school students in the next 10 years. By 1964-65 the college can expect to have over 2,000 enrolled. (see graph 1).

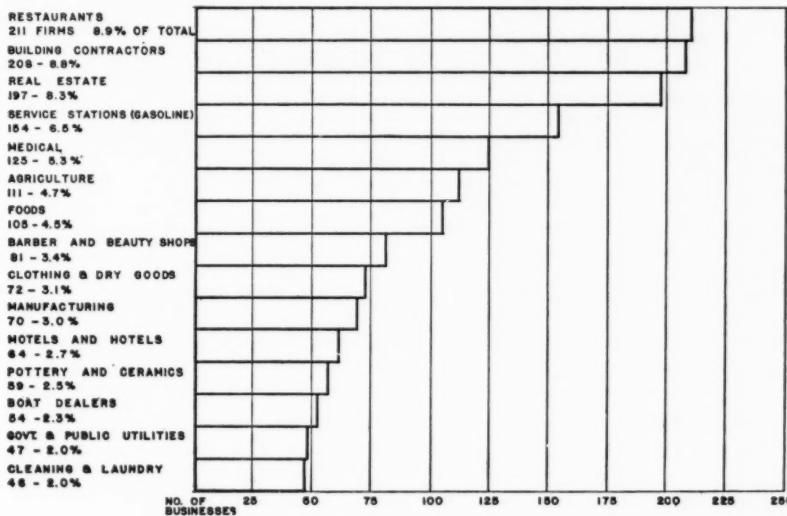
**GRAPH I
FORECAST OF ORANGE COAST COLLEGE
GROWTH - DAY SCHOOL ENROLLMENT**



4. The three leading types (in terms of numbers) of business and industry of the Coastal Area are restaurants, building contracting, and real estate. (see graph 2).
 5. Major area of employment of the Coastal Area of Orange County in order of importance are:
- Skilled operatives

Service workers
 Unskilled operatives
 Laborers
 Professional, technical, and kindred workers
 Clerical workers
 Managers and proprietors
 Sales workers
 Farmers

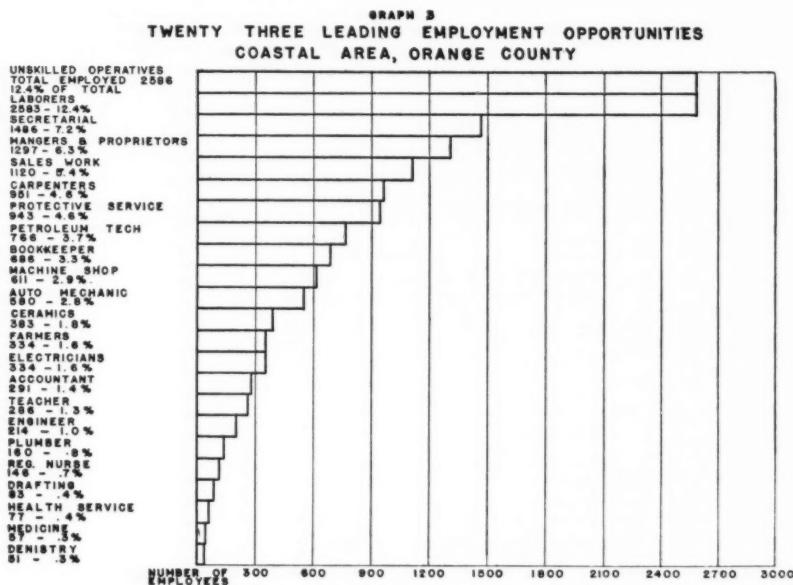
GRAPH 2
FIFTEEN LEADING TYPES OF BUSINESS AND INDUSTRY, COASTAL AREA, ORANGE COUNTY



6. The 13 leading specific employment opportunities are for: (see graph 3).
- Unskilled operatives
 Laborers
 Secretaries
 Managers and proprietors
 Sales workers
 Carpenters
 Protective services
 Petroleum technology workers
 Bookkeepers
 Machine shop workers
 Auto mechanics

- Ceramic workers
 Farmers
7. The extent to which Orange Coast College is meeting the educational needs of business and industry of the area may be summarized as follows:
 - a. The specific types of training provided in the college are adequate at the present time to meet the needs of the different types of business and industry with the possible exception of specialized training for restaurant employees and bar-

- ber and beauty shop workers. The general business training provided is of value to all different types of business. The greatest need is for training more workers in the fields in which training opportunities are now available.
- b. Orange Coast College offers training opportunities and is actually training students in all of the nine major employment areas and in all the 21 leading types of employment opportunities with the exception of "Laborers" and "Unskilled Operatives." The demand appears to exceed the supply, however, and there is need for more workers to be trained.
- c. Employers generally consider the supply of employees "adequate" or "surplus" with these exceptions: Roofer, Teacher, Farmer, Dentist, Engineer, Draftsman, Protective Workers, Mason, Manager and Proprietor, Bookkeeper, and Auto Mechanic.



- d. In view of the fact that 83 per cent of the residents of the Junior College District are employed in the county, it is important that the college primarily train its students for the employment opportunities offered in the immediate area. This policy has been followed by the college.
- e. The characteristics which employers value most highly in their employees are, in order of preference: good work habits, proper attitudes, ability to get along with others, skill in the field of work, and knowledge in the field of work. These factors are recognized by the college and are em-

- phasized in requirements of all students for certain general education courses as well as for certain courses which emphasize these personality characteristics.
- f. Areas in which additional specific training opportunities may be justified include: protective workers, restaurant workers, and more specific training in some of the skilled trades such as electricity and plumbing.
 - g. There is a need to encourage more students to enroll in the various fields of business. This need seems justifiable in view of the fact that if unskilled operatives and laborers are excluded, secretarial workers, managers and proprietors, and sales workers rank first, second, and third among the 23 leading employment opportunities of the coastal area of the county.
 - h. Although more employers feel that with the exception of professional, technical and kindred workers, a two-year college education is preferable to a four-year college experience, there is need to acquaint business and industry to a greater extent with the capabilities of the junior college graduate.
 8. The educational program of Orange Coast College may be evaluated in the following terms:
 - a. Approximately 80 per cent of former students felt that Orange Coast College had adequately prepared them for their next steps—additional college training or for employment.
 - b. The overall appraisal by employers of O.C.C. trained students was as follows:

Employee Rating	Per Cent Receiving Rating
Outstanding	48
Average	42
Unsatisfactory	7
No Report	2.5

c. Specific employer ratings of O.C.C.

C. trainees were:

Aptitude

77%—Capable of doing work.
23%—Unable to handle job.

Training

79%—Training good.
4%—Training average.
17.9%—Training poor.

Attitude

68%—Attitude good.
3%—Attitude acceptable.
29%—Attitude poor.

d. Alumni rated the quality of instruction received at O.C.C. as:

Rating	Per Cent of Alumni
Excellent	52
Good	42
Fair	5
Poor	1

e. As a group, students who transfer from O.C.C. to other colleges or universities "do well" academically after transfer. These data substantiate this fact:

	1951-52	1952-53	1953-54
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No. of Transfer Students	114	110	215
No. of Colleges to which Transfer	33	36	142

Grade Point Average After Transfer (1:00 is a "C")	1.57	1.52	1.72
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f. The day college drop-out rate, although high, is not necessarily an indictment of the effectiveness of the college program. Many leave school to accept employment or to enter the military prior to gradu-

ation. Out of 1,000 students to enter O.C.C.—

610 finish first year,
460 enter second year,
350 graduate (half in transfer fields, half in vocational fields).

- g. Alumni and current students overwhelmingly endorsed the program of student government, athletics, and other activities.
- h. Students attending adult education classes almost unanimously expressed the opinion that the program offered by O.C.C. was meeting the needs of people of the community.
- i. O.C.C. needs to give consideration to offering the following new areas of vocational training:
 1. Restaurant Management.
 2. Broader agricultural training, especially in fields important to Orange County—poultry, horticulture, landscaping, farm mechanics.
 3. Broader opportunities for training electronics workers and additional opportunities for electricians.
 4. The development of the machinist training course (adequate supply) into tool and die maker training (a shortage field).
 5. Protective Service Training—one of the greatest shortage areas. The college has done a good deal in in-service training through the adult program, but as yet nothing has been accomplished in the way of pre-service training.
- j. The present terminal curriculums offered by O.C.C. were thoroughly justified by the accumulated

data of the survey, with the possible exception of Art for Commerce, and Ceramics.

- k. The counseling program at O.C.C. needs strengthening by giving consideration to the following matters:
 1. Continuous improvement of techniques for helping students plan their transfer programs.
 2. Effort to discover some means of working during early October and February to identify those students who will drop out during the "heavy" months of October–November and March–April, with the object of enabling some portion of them to meet their difficulties and continue their education.
 3. Study of ways to recruit students into training for two of the serious "shortage" areas in which many of them will find their life's work—business and homemaking. In each field, training is possible, and a far greater proportion of people are employed than are preparing for employment in Orange Coast College. The need here, in both fields, is for a combination of providing better vocational information, securing a more realistic evaluation by students of their own "employment potentials," and developing course offerings which appeal to students because they meet needs which are recognized by students.
 4. Means of giving consideration to the economic waste involved when a good many students spend their first semester training for the wrong occupation.

- This need was indicated by data from high school students and college students about their vocational choices, the assistance they have had in forming these choices, and their continuing desire for more vocational counseling.
9. Need of further "selling" of junior college education to the community and to business and industry. Many do not know what a junior college is, and a significant number fail to appreciate the value of junior college education.

USE OF SURVEY

The findings of the survey will serve as a framework and point of departure for modifying and building the instructional program at Orange Coast

College for the next several years. The Board of Trustees has reviewed and accepted the survey; the Faculty devoted a day of study to the findings; the Curriculum Committee is now giving consideration to immediate implications; illustrated lectures dealing with important findings have been prepared and given in the community; a printed brochure giving the highlights of the survey is being prepared for distribution among citizens.

The survey recommendations have already resulted in broadening the program of instruction in Agriculture. In September, 1954, two new vocational curriculums in agriculture, poultry husbandry and ornamental horticulture, were established.

How to Become a Stand-Out College Teacher¹

CLYDE V. MARTIN

EVERY neophyte college instructor wants to excel in his chosen profession. The writer is highly sympathetic with this aim, and, having given the matter considerable thought, offers the following suggestions to the tyro. Old-timers will recognize immediately the distilled wisdom contained in these *Five Cardinal Guides to Effective College Teaching*.

1. *Establish yourself as an eccentric.* Such crutches as syllabi should be dispensed with in teaching your classes. Make your advance assignments from day to day: this will encourage attendance and attention. Lecture *ad hoc*. Dismiss the old bugaboo of continuity. The textbook supplies all of the coherence that is desirable. Disregard course outlines; they invariably stifle creativity.

Parry or disregard questions raised by students. Let the lectures speak for themselves. We must discourage spontaneous curiosity—it is an obvious device to divert the professor. How can

CLYDE V. MARTIN, Instructor in the Department of Psychology and Sociology, El Camino College, El Camino, California, currently is collaborating with Frank C. Wegener of The University of Texas on a text, *School and Society, An Organic Approach*, which Prentice-Hall will bring out next summer. A study by the author was published in 1952 by the U.S. Department of State, and he has published also in the *Los Angeles Daily News*.

we be expected to get coverage if we are subjected to interruptions?

A careful budgeting of time marks you as a novice every time. Remember, what you don't get said, the student has the obligation to read about. But play it safe: remind your classes that you are available for conferences during your office hours. In this connection, however, stress that, due to a multitude of extraneous responsibilities, it is best that specific appointments be made. Don't worry about holding your classes for a few minutes after the bell. Pretend absorption in your lecture when the bell rings, or reserve this time for clarifying the next assignment. Could there be a clearer indication of your scholarly intent?

2. *Build yourself up.* Point out that academic standards were higher when you attended college and that, even so,

¹ The tenor of the following article was suggested by H. T. Morse's rendition of "Academic Respectability—How to Attain It," which appeared in *School and Society* July 1, 1950 (V. 72, pp. 1-4). For further hilarity, the teacher is referred to that excellent article.

you did very well indeed. Use advanced technical terms that will mystify the students. Dismiss the author of your text lightly, if nebulously, whenever the two of you do not agree. Call attention to your extensive experience and travels. But be careful not to be too specific about these things. As a result, you will find that there will be an aura of mystery attached to your name, an aura that is bound to enhance your campus lustre.

Various new teaching aids have been coming to the fore in recent years. These impurities, if used, reduce your stature in the eyes of the student. Haven't successive generations of college students learned effectively without films, field trips, and Heaven knows what? Stick to the blackboard!

3. *Undermine your colleagues.* A necessary corollary of enhancing your own importance is that of reducing the stature of your *confreres*. Obviously, caution is required here. When a student cites another instructor as differing from you on some matter, affect incredulity. Point out that you can only go on the evidence. Seize upon any error, no matter how trivial, that a compatriot may have made. (Deferrential mannerisms are highly effective in this circumstance.) Pick out several acknowledged authorities who have well-known shortcomings. Attack these shortcomings with an air of fresh discovery. Be assiduous in discovering what ideas or theories your colleagues hold dear. Cite studies that make short

shrift of these notions. Become a master of innuendo. If you learn that a member of your department is not well prepared in a particular area, stress the critical importance of this area. Belittle the literary efforts of your fellow instructors by condescendingly pointing out the reservations you hold regarding the main theses developed in these writings.

You will soon learn your colleagues' idiosyncracies. Make sardonic allusions to these. Likewise, stress the identifying faults of the community in which you find yourself, and magnify its provincialism. This tack will endear you to students from afar and establish the cosmopolitan quality of your outlook.

4. *Take examinations lightly.* One of the most tedious burdens laid on the instructor's doorstep is that of the obligation to test his students. This responsibility ought clearly to be lodged in the hands of expert examiners, but seldom is. Commonly, the instructor must struggle with the problem according to his lights. The following points will be of inestimable aid.

Do not be awed by the "testing movement." This movement would have you take seriously such concepts as validity, reliability, and item analysis. Then there is the "newer-type" objective question, which endeavors to test student understanding. This whole business is an indefensible, time-consuming morass; avoid it as the plague. Is it not apparent that, to the extent you involve yourself in such an enter-

prise, you are neglecting necessary academic preparation?

The following plan is to be preferred by far. Tell your students at the outset of the semester that they will be examined occasionally in an appropriate manner. That is all. The students will invariably want to pin you down: will the examinations be objective? Will you use a curve? Will there be unannounced quizzes? Wave aside all these traps. It will suffice to point out that those students who read the text carefully and take accurate and complete lecture notes need not be apprehensive of the grade they will receive.

In your actual test-giving, be spontaneous. Breeze into class and jot down on the blackboard a few questions that require, above all, rote retention. Your questions should focus upon obscure, peripheral points; this will separate the sheep from the goats and encourage more precise reading and attention. Likewise, your questions should require exact, factual answers, thus building up in students greater mental discipline. Essay questions, of course, have long since become old hat.

5. *Recognize the administration for what it is: your enemy.* It is well enough for administrators to present themselves as friends! Alas! You will discover that administrators invariably feel that your responsibilities as an instructor do not end with teaching and research. For example, they will doubtless ask you to sponsor some

student organization. When this occurs, emphasize how weighted down you are already. If the assignment is unavoidable, take it lightly. Belittle the importance of the student organization. At all events, use your influence to reduce the activities of the group to the bare minimum.

Again, you will be urged to participate in faculty committee work. Under one guise or another, dodge such work if possible. Still, you must expect to find yourself a member of one or more committees. When you feel that you *must* attend meetings, be listless and be late. Endeavor to narrow the scope of the work: advance the view that the committee upon which you are serving is encroaching upon the prerogatives of other committees. Make it clear that you are an individualist with strong convictions. When a committee of which you are a member makes a report, demur from the majority opinion. File your own minority report.

If you are requested to teach outside your major field of interest, raise the roof. Make it plain that your specialty must be respected. There are insidious efforts being made these days to integrate various fields of learning. This movement in particular must be resisted. Insist upon the isolated importance of your subject-matter area, and restrict your reading and writing to it. By so doing, your steady climb up the academic ladder is virtually assured.

School-Community Communications

NORMAN BRUCE SIGBAND

Men live in a community in virtue of the things which they have in common; and communication is the way in which they come to possess things in common. What they must have in order to form a community or society are aims, beliefs, aspirations, knowledge—a common understanding—likemindedness as the sociologists say....

John Dewey
Democracy and Education

IN EARLY 1953 Dr. C. C. Colvert, Director of the Research Office of the American Association of Junior Colleges, approved a project designed to determine what types of communications directed to the community, are utilized by public junior colleges in the United States.

A list of all public junior colleges, accredited, and non-accredited, drawn from *American Junior Colleges*, 1952, was compiled. In mid-1953 questionnaires were mailed to the 317 directors or presidents of these schools. Replies were received from 193; a response of slightly over 60 per cent.

DISCUSSION OF THE QUESTIONNAIRE FINDINGS

The initial question asked if the respondent's school had used, since

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1948, any printed communications that were directed toward the community. Approximately 87 per cent of the replies indicated that the college had used some form of communication to the community.

However, the variety of types utilized was interesting. Almost 100 per cent of the respondents indicated the use of press releases, 80 per cent sent out school bulletins and/or newsletters, and slightly over 40 per cent issued annual reports. A smaller number of schools used alumni bulletins, brochures, leaflets, and letters to parents.

Certainly the administrative boards of the public junior colleges are convinced that a printed medium of communication is wise, but the lack of agreement on the type is evident.

It is interesting to note that although there is no homogeneity of junior college communities, there is also no great national disparity to account for the differences in communication types. The conclusion here would seem to be that:

- (1) A difference of opinion exists among junior college directors as to the most effective type.
- (2) Difference in funds available from community to community for a printed communications program is evident. The most frequently utilized device is the least expensive — the press release.

Another question attempted to determine who wrote the printed communication for the school. The replies indicated that the school's chief administrator (dean or president) was more likely to write the printed communications than a public relations department representative. But an even greater percentage indicated that the communications were written by "several persons."

This would seem to indicate that in most schools, there is no specific individual charged with writing the communications. This practice is certainly in disagreement with the current stand of most authorities in the field who feel strongly that the individual charged with this phase of school-community liaison should not be burdened with a variety of other duties. For a printed communications program to be effective, it must be the re-

sponsibility of a member of the staff who has adequate time to devote to it: certainly *not* the junior college dean or president.

In their replies, over 25 per cent of the respondents indicated that no one on their staff was charged with the job of public relations. If the junior college is to be a true *community* school (as so many indicate they are), certainly it is most peculiar that over one quarter have not made "official" provision for liaison between the school and the community by establishing a "public relations" post.

Another question asked the respondent how the communication program was financed in his particular school. Replies to this question were most interesting. Although almost every junior college indicated that a printed communication program with the community was carried through, relatively few (37 per cent) had succeeded in securing a budgetary appropriation for such a service. Approximately 58 per cent used general school supplies for their communication program, while the remaining 5 per cent used alumni funds, student body fees, other school funds, or miscellaneous sources.

Replies to this question would seem to be extremely important, for the entire public relations program in public junior colleges. As long as school boards have not seen fit to appropriate funds for the purpose of adequate liaison with the community, it can

hardly be expected that school administrators would establish a systematic and well integrated program of printed communications.

It would seem then, that the first job in this area is to convince the citizens who are responsible for the appropriations of funds that it is just as important to provide for a communication system as it is to provide equipment for the school building. The basic philosophy of a community school is that the school and community

carry through satisfactory liaison. This is necessary if both are to work toward providing an educational program that is most appropriate for the industrial, social, and cultural make-up of the community. The school and community can work on a fruitful democratic level of coordination and cooperation if they know each other; and printed communications can be the effective medium of liaison that will bring information to each group.

Telephone Techniques

OPHELIA K. HENDERSON

FORT SCOTT Junior College is giving its students an opportunity to learn more about the telephone and how to use it effectively. Officials of the school have added the new course in TELEPHONE TECHNIQUES to the curriculum because they believe that a polished telephone manner may make the difference between success or failure socially or in business; that a telephone call often takes the place of a letter or a telegram; and, therefore, that effective use of the telephone has become as important as a course in business writing or the correct use of the typewriter.

It has been said that the first task of education is to teach students to do better the desirable things which they will do anyway. Undisputedly, there is a trend toward functional education. Certainly, students are using, and are going to continue to use, the telephone—both in everyday living and in business. But how effectively?

Students do need help in learning to use the telephone properly; yet many are leaving our schools with no real help with this problem. Many junior college students confess that they become panicky and nervous when an office telephone rings, and that using the

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telephone often bothers them more than anything else about the jobs for which they assume responsibility. Many are genuinely perplexed about how to arrange for an employment interview over the telephone.

A MISTAKEN ASSUMPTION

Of course, if you should ask the next 10 people you meet if they know how to use the telephone, they would probably consider the question a ridiculous one. Know how to use the telephone? Certainly, they know how to use the telephone! But do they? Actually, we have many fumbling phoners, while only a mere handful of users really understand and apply effective telephone techniques in conducting their business and social affairs.

Many have fallen into the habit of assuming that they use the telephone effectively because they use it so fre-

quently, and so casually. But, because it is used so often, it is essential to learn how to use it expertly. Actually, it is used the least thoughtfully of any of the means of modern communication at our disposal. Yet, it is one of the most intense and concentrated methods of communication known. In other words, on the telephone, you can be a success—or a failure—in less time than in any other way in this communicating world of ours.

THE CHALLENGE OF THE TELEPHONE

Everyone, of course, wants success. But success—no matter what we are going to do or where we are going to do it—at home, in the office, among friends, or in a trade or a profession, depends upon people and our relations with them. Every time a telephone rings and is answered, there are people—invisible to each other—attempting to transact business or attend to a social matter. This contact calls for much more training and skills than if they were in a face-to-face situation. The telephone demands instantaneous and clear-cut decisions. Once you have spoken into the telephone, what you say and the impression which you make are past recall. The best way to meet such a challenging situation is to accumulate a reserve of effective telephone attitudes and skills; then, when the time comes, act with poise and confidence. Undisputedly the telephone is one of the most powerful economic instruments of our modern world—the

life line of business and a dynamic factor in public relations.

HOW?

How, then, shall we help students master this problem? Two or three casual lessons in telephone manners will certainly not do the job. Merely reading about telephone techniques will not do it either, for no one can learn how to use the telephone from instructions and discussion alone; one can learn only by doing, by actually talking over the telephone. A five or 10 days' unit in telephone usage in an office practice or a secretarial or some other course is, likewise, inadequate.

The course at Fort Scott might be described as a laboratory course. The class meets for a one-hour session every Tuesday and Thursday for an entire semester. Credit: Two hours.

Although the course emphasizes the business use of the telephone, the attitudes and skills presented are basic in both social and business life and cannot logically be separated. Social calls, as well as business calls, are made for a specific purpose; therefore, they take on a businesslike aspect, and should be conducted in a business-like manner. Business poise and social poise are but two facets of one activity: using the telephone confidently and correctly. Whether a student plans to enter the business world or merely to conduct the affairs of everyday life, he will need to know how to use the telephone effectively; therefore, the course at Fort

Scott is open to all junior college students, and to the students who work part-time in the school office and whose duty it is to handle some of the telephone calls coming into the college. In this way, a mixed class of men and women is possible, instead of the usual "girls only" one finds in office practice or secretarial training courses. Many men will later conduct businesses of their own and will find telephone know-how a distinct asset. If they become business executives, they will be well equipped to follow the current trend among high executives—that of answering their own telephones. It is a distinct advantage to have a mixed class, for later, in developing and conducting realistic telephone conversations and skits covering life-like situations, the men's parts need not unrealistically be assigned to women students. Also, at Fort Scott, some of the local telephone operators are usually enrolled in the telephone class, and they make a distinct contribution to the group by reason of their first-hand information, experience, and telephone-mindedness.

First, the students study selected telephone techniques from the manual, *SUCCESS BY TELEPHONE*, written and developed especially for the course. Then they discuss the especially significant points related to desirable techniques. This discussion is followed by viewing instructional films and by listening to instructional records demonstrating the application of the atti-

tudes and skills selected for intensive study. This phase of the course is, in turn, followed by more discussion and interpretation of what was seen and heard.

Then, working in pairs, the students next plan, dramatize, and carry on demonstration conversations, before the group over the practice telephones installed in the classroom. A variation of this procedure is to have a number of students cooperate in the writing of a skit for a certain situation. Sometimes, it is well to have the student write two skits, instead of one—demonstrating both the proper and improper techniques, thus creating a dramatic contrast, a "before-and-after" effect, as it were.

The telephones used should be "live" telephones to make the performance realistic, and a loud-speaker device should be built in so that the class may listen in on the telephonic conversation, much as one would listen in on a party-line. Since the telephone actually is blind, a screen should be set up between the participating conversationists so that neither telephonist will receive any visual aid. Each listener takes notes, and later makes analytical, critical, and evaluative comments on the conversation demonstrated. The instructor also adds comments and criticisms. Sometimes a telephone conversation covering the same situation may be made in rapid succession by different pairs of telephones until all the class have given a

demonstration; then the group can decide which was the most effective presentation and why.

Often, it is well to record some of the demonstration conversations on the tape recorder to be played back, either during or outside of class period, for further analysis and comment. Very often, students request that they be allowed to repeat the conversations in an attempt to iron out bungling techniques and awkward errors. In this way, students become telephone minded and telephone trained. Every time they use the telephone, or someone calls them on the telephone, they have material for analysis, study, discussion, and evaluation.

Bulletin board and blackboard displays are also used.

Directories, from the simplest card directory to the bulky city directory, are studied. Efficient use of a telephone directory is not a routine matter, but, in reality, involves an understanding and application of many technicalities, just as the efficient use of other reference tools does. Students need training in this area.

Trips may be made to the local telephone exchange, to nearby city telephone plants, and to mobile telephone units in operation.

Telephone officials are invited to speak before the class and to answer questions which the students may wish to ask.

BENEFITS

The benefits from such a course are many—some direct, some indirect. A mastery of telephone techniques does not operate within a narrow sphere; rather, such mastery has a very definite and dynamic effect upon the entire personality as well as upon the personalities of others. If a person can develop poise and finesse on the telephone, he is on his way to self-improvement, personality growth, and leadership—significant assets in whatever he may hope to accomplish. Efficiency at the telephone is an excellent way to overcome certain personal weaknesses and deficiencies. If a person is plain, or has a physical handicap, or is below average in certain skills, he may make himself invaluable and successful because he knows how to handle people expertly on the telephone. A correct telephone attitude and correct usage is PUBLIC RELATIONS. Voice and diction defects are pointed out with suggestions and practice for improvement; listening skills are developed; consideration for others is highlighted; and the dollar value of courtesy is explicitly demonstrated. These and many other benefits evolve from a course in TELEPHONE TECHNIQUES.

SOME ASPECTS OF TELEPHONIC COMMUNICATION INCLUDED IN THE COURSE

Brief history of the telephone and telephonic communication
The telephone as a powerful economic

- instrument in our modern world
- How the telephone works (basic principles)
- Some helpful telephone devices
- Care of the telephone
- Points to consider in location of telephone in office or home
- Telephone research and its implications
- Telephone diction
- Telephone courtesy and etiquette
- The telephone voice and its cultivation
- Telephone listening—
 - how to improve telephone listening
 - how to make listening more comfortable for the other telephonist
- Telephone personalizing techniques
- Effective opening and closing techniques
- How to handle calls for others
- How to obtain information over the telephone
- How to withhold information over the telephone
- How to make appointments by telephone, including the appointment for the employment interview
- How to use the telephone in emergencies
- How to buy by telephone
- How to use directories—alphabetical, classified, special, foreign
- Long distance services—how to use them
- How to make appointment, conference, and messenger calls
- Mobile telephones — use, techniques, scope
- How to file a telegram by telephone
- Art of telephone selling
- Telephone wire-tapping: a special problem
- Telephone careers—inside and outside the telephone industry — and many others.

INTERPRETING THE COURSE TO THE SCHOOL AND THE COMMUNITY

Early in the year, the course in **TELEPHONE TECHNIQUES** was interpreted to the school and the community through a local radio broadcast conducted by the instructor and the students enrolled in the course. This course, now in its third year, has been well received by both the community, business men, and students, and has won a place in the curriculum and the school catalog at Fort Scott.

Improving Your College's Enrollment Estimates

STEPHEN E. EPLER

PORLAND STATE has experienced two floods. The first in 1948 was water from the Columbia River and completely destroyed its Vanport campus. The second in 1954 was students, when 2370 students, 740 more than the year before, streamed in to enroll. A new location on high ground makes a repetition of the 1948 flood unlikely. The increased number of births since 1940 and the trend for a higher percentage of high school graduates to enter colleges makes a repetition of the student flood probable at many colleges.

Community colleges can expect in future years a series of enrollment increases which will be progressively larger. Now is the time to begin making estimates for next year's enrollment and for the years ahead to 1970. This planning would not be so important if enrollment could be set at a definite figure and the excess students told to go elsewhere. Most community colleges assume the obligation of providing education to all who meet minimum requirements. Estimating probable enrollments one year, five and 10 years from now is vital for proper planning—building, faculty, budgets, and equipment. The enrollment estimates made for a college this year can be re-

Director of the Day Program at Portland State College in Portland, Oregon, STEPHEN E. EPLER was represented in the Junior College Journal in February, 1954.

vised each succeeding year and improved with the experience gained. When the larger floods of students come in the 1960's, the enrollment estimates should be more accurate because of this experience.

What types of information should a college which does not limit enrollment seek in order to anticipate how many students it will have next year and the years following? We have found the following types of information to be helpful:

1. *The number of seniors in the high schools which have contributed significantly to the present and past enrollments of the college.* For most community colleges this means the high schools in the local area. The number of high school seniors for earlier years and perhaps estimates for future years can be secured from the high school officials. The relationship of these figures for a given year and the college's own corresponding beginning college freshman class can be observed. It may show a trend over the years for a higher percentage to enter college. High school officials may have estimates of seniors ex-

pected in future years, information which the college will find useful.

2. *The number of students in each grade from one to 12 in the schools feeding the college.* This information should be secured for several years back to determine the holding power of the schools. Do 100 high school freshmen end up as 50 or 75 high school seniors?

3. *Births in the area for the past two decades.* What does it mean if the 1954 births in your area were three times as many as 1934? Most college freshmen were born 18 years earlier and sophomores 19 years ago. Birth figures are usually available for the state, county, and city. Birth figures alone are of little use but are valuable with survival and migrations facts.

4. *Census by years of age.* This information may be available for the school districts of the area in required school census reports. The nearest U.S. Department of Commerce Office should have detailed information on age data collected in the 1950 decennial census. These figures may be compared with 1940 and 1930 figures for growth trends.

5. *Migration in the age groups under 20.* If the number of 10-year-olds now is greater than the number of births in the area 10 years earlier, then some born elsewhere have moved in. On the Pacific Coast and in some boom cities the net-migration factor is large. Migration figures are difficult to secure and may add or detract, depending on the area. They may have to be estimated from birth and census figures. The 1950 census records the number of 18-year-olds. If this is much larger than the number of births for the same area in 1932, the year these 18-year-olds were born, then the migration factor is significant.

Social Factors Must Be Considered

One may have pages of data on enrollments, population, and trends related to college enrollment estimates and find his estimate far from the actual enrollment. Our enrollment estimates for Portland State had been accurate within a few percentage points for several years until 1954 when we estimated a fall enrollment of 1930 students, in increase of 300 over the 1630 of Fall 1953. Why was our estimate which was made about 10 months before registration so far away from the actual 2370 enrollment? Probably because the influence of social and other factors was not gauged correctly. The introduction of the third year of teacher education in 1954, the lowering of draft call, and the return of many veterans from military service had effects we seemed to minimize.

The long time trend nationally has been for a larger percentage of the youth of college age to enter college. This has increased roughly from four per cent in 1900 to 20 per cent in 1950, indicating that the vast majority of college age are not now in college, even though most of those have finished high school and thus are eligible for most community colleges. The enrollment increases which most colleges experienced in 1954 may have been in part a sudden upward surge in the trend for more to go to college. This trend may be due in part to the appeal community colleges make to high school graduates who are more

interested in practical courses than in the traditional liberal arts course. Junior colleges are up 15 to 20 per cent in 1954 according to Dr. Jesse Bogue compared with 8 per cent reported by Dr. Raymond Walters for four year colleges and universities.* Community colleges have developed and are developing courses which appeal to those who normally end their formal education with high school graduation. This factor can be expected to bring further unforeseen enrollment gains.

Local factors are also important in the enrollment gains a college makes. A new college building or an expanded curriculum may bring more students than anticipated. A new factory seeking younger workers may have a retarding influence on enrollment. Unemployment and loss of savings may add local students who planned to go away to college and subtract others who planned to attend but now think they cannot afford it. The policies of a nearby university may affect the en-

rollment of a community college. More restrictive admissions practices by the university may help swell the community college enrollment. Restrictive admission policies can be expected to increase as more students seek to enter colleges.

After figures used for making the enrollment estimate have been compiled, two lists of social and other factors should be made—one which includes those which would increase and the other those which would reduce enrollment. The estimate then should be raised or lowered to meet the real situation. This additional correction to the enrollment estimate may be the difference between success or failure in accurate estimating.

Community colleges are becoming the instruments for extending free public education through the 13th and 14th years for American youth. The gains in the next decade or two for community colleges can be expected to surpass all the gains made before 1954. Accurate enrollment estimates are needed for careful planning and for building community colleges adequate to serve youth.

* Raymond Walters, "Statistics of Attendance in American Universities and Colleges, 1954." *School and Society*—December 11, 1954, pages 177-188.

A Suggested Work Frame for Employment Services

D. W. ADAMSON

STUDENT employment is basic in the philosophical concept of American secondary education. Acceptance of this concept, however, does not cancel out the fact that the first duty of an educational institution is to educate.

Graduates look upon employment placement as part of their educational heritage. Students who need to supplement their incomes in order to stay in college consider it a foundation stone in their educational careers. Evening and extension division people look upon employment service as an activity which provides help for them after they have educationally qualified themselves for promotion or "job upgrading."

Students and graduates alike need help in locating placement in a socially useful occupational field. Well chosen placement ought to provide opportunity for the student or graduate to develop his vocational potential within the framework of his college major; to hold motivation for him in his search for social, moral, and spiritual realization; and to add status to his place in the socio-economic order. In truth, the impact of such student-employment rapport remains with the graduate long after the closet door of wis-

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dom has closed hard upon his academic education.

General acceptance of the philosophical concept that employment service is part and parcel of American secondary education presupposes that the employer client has need for such a socio-economic structure in the maintenance of his business enterprise.

Business and industry not only accept the employment service as one of their recruitment sources, but also use it from time to time in their public relations program. In fact, quite frequently, business joins hands with the college to carry on research at the employer-worker level.

Social and welfare agencies, as well as youth activity and summer camp organizations, use employment services to recruit cadet workers and full-time employees. Proper rapport with these agencies often eventuates in a much needed training program for those students enrolled in teaching, recreations, and social service.

Governmental service: school, town, city, county, state, and Federal, use the college employment service to locate trainees and recruit applicants for full-time employment in the various departments of civil service. Frequently these agencies call upon the college to recommend students for

certain of their in-service training programs.

The frame of reference suggested here is based on the single unit concept of an employment service organization projected to include two or more colleges operating under a unified system.

- | Serves | Serves | Serves |
|--|--|---|
| Business—Industry
Government Agencies | Other Junior Colleges
(where more than one) | Students—Graduates
Adult School Learners |
1. *Community Office* requires but one telephone call to secure students for part-time jobs as well as graduates and others for permanent employment who have had:
 - a. training in concentrated skills which do not require broad training.
 - b. training in practice and theory which requires a broader educational background.
 - c. training which requires apprenticeship or union membership.
 - d. training in Government Service.
 - e. training in a profession.
 2. *Community Office* cooperates with Business and Industry in order to supply their summer and vacation employment needs.
 3. *Community Office* assists Recreation and Summer Camp Agencies to locate properly trained students for playground workers, Camp Counselors, etc.

1. *Unified Office* serves as clearing agency for job requisitions from all Business and Industry. These requisitions are telephoned to the junior college in the geographical location of the organization concerned.
2. *Unified Office* assumes responsibility for all job requisitions which the community offices are unable to fill.
3. *Unified Office* service is available for occupational research to all administrators and supervisors.
4. *Unified Office* is available to counselors for employment screening.
5. *Unified Office* supplies Administrators and Supervisors with occupational data and employment information pertinent to their respective activities.
6. *Unified Office* cooperates with Adult Evening Schools in the placement of persons who have educationally upgraded themselves for jobs of their choice.

1. *Day Division* students presently enrolled are requested to register for employment at their respective colleges.
2. *Evening Division* students presently enrolled should apply for work with the placement office of their respective colleges. When there is no placement service available, they should make application with the Unified Office.
3. *Graduates and Former Students* are urged to make application at the Unified Office in case there is no placement office at their former colleges.
4. *Research* students are urged to use the Unified Office information for occupational and employment data at any time.
5. *Adult School* students may use Unified Office to assist them in finding jobs commensurate in rank with their educational and vocational upgrading.



JESSE P. BOGUE

THE GOOD job which a large number of junior colleges are doing in public relations shows up constantly in student publications, news releases, and letters which come across the *Desk*. Many of these colleges are making themselves centers of information and influence to the surrounding territories and to the alumni and general public. Independent and church-related colleges naturally cultivate with information their respective constituencies.

For example, an editorial in the *Pasquino*, student paper at Potomac State College, Keyser, West Virginia, relates that the Town and Gown in that city and community work together in the most cordial manner. "In general, Keyser has opened its arms and hearts to the students at Potomac State. We are an asset to the town not only in an economic sense, but in a cultural sense. The townspeople are welcomed to many of our campus activities. The library of which we are so proud is open to anyone wishing to use it. Our new and beautiful science

hall is used by several organizations as a regular meeting place, while many other organizations come to our campus for their annual state-wide conventions.

"Because of these things, the college is not really ours alone. It belongs to each and every individual who lives in this town."

* * *

At Rochester, Minnesota, the junior college sponsored an area musical clinic. Students from nine surrounding high schools came to the college for a day of singing and special instruction in choral work. "Mixers" were held during the day to permit the formation of friendships between the visiting students and the college students. A story in *Jaysee Echo*, December 15, tells about the annual reception and program provided by the Rochester Chamber of Commerce for 500 freshmen at the college and the two schools of nursing in the city.

* * *

The Casper, Wyoming *Chinook* of

December 10 pictures the 100 voice junior college choir which presented an outstanding concert for the general public in the Willard Auditorium, the first in a series for the local and surrounding communities. A capacity audience attended and gave the choir an ovation on its performance. The program contained such selections as Bach's, "Now Let Every Tongue Adore Thee"; "Break Forth, O Beauteous Light"; "Sing Gloria" by Davis; and many other numbers of like difficulty and dramatic interest. Following the concert, a reception, sponsored by the Home Economics Department of the college, was given for the students, parents, and all who attended the concert. Casper's outstanding choir is under the direction of Mr. Russell Schwejda. This musical organization has gained such a favorable reputation that applications for membership always far exceed the numbers which can be accepted. Its cultural influence is far reaching in the community and state and always reflects upon the college in the most favorable manner.

* * *

Last April at Luther College, Regina, Saskatchewan, Canada, we had an experience which we shall always remember with the greatest of pleasure. We gave the address at the evening "closing exercises" of the college. The gymnasium was filled with about 900 students, faculty, parents, and other people, some of whom had driven as much as 350 miles. After the

more formal part had been completed, the college held a reception for the 900, serving coffee and delicious refreshments. Everything was good—not only the refreshments, but also the fine flavor of friendly relationships observable among the people. Everyone who attended seemed to enjoy the evening.

* * *

At Clark College, Vancouver, Washington, a speakers bureau has been organized with 15 members of the faculty participating. Twenty-three subjects, from which organizations may choose their programs, are listed. We have mentioned this speakers bureau before, but it seems to us to be of such good public relations value that we are calling it to the attention of junior college readers again. Here are some of the speakers and their subjects: Claude W. O'Connell, "Great Athletes I Have Known"; Anna Pechanec, "Wildflowers of the Northwest" illustrated with colored slides; Roland E. Dietmeier, "Thirty Years of Beginning Chemistry"; Lewis D. Cannel, "Why I Teach Geography" and "Where Are the Colleges Taking Us?"; Ruth Orndorff Fink, "The Public Relations Expert and What He Does for Us"; Robert H. Stair (in mathematics), "The Way I Figure It" and "Fun With Numbers." These are just a few of the subjects. Those who may be interested in a full list might ask the Division of Liberal Arts at Clark College for the release. It

might give your own faculty some ideas about what they could do and may inspire them to do it.

* * *

The 72 page and cover issue of the Bradford (Massachusetts) *Junior College Bulletin, Alumnae Issue* contains excellent quality of paper, clearly reproduced pictures (screenings for the cuts evidently made according to the paper to be used), headlines and all format in good taste, articles and news items interesting and worthwhile. Apparently Bradford authorities believe that if a thing is worth doing at all, it is worth doing right. We mention the screening for the cuts because some publications, even catalogs, come to the *Desk* in which photos and other pictures are printed on a smoothly finished paper from cuts evidently made for the rough finish of newspaper stock.

* * *

Another excellent publication is the Colby Junior College *Bulletin, Alumnae Issue*, 30 pages and cover; 14 illustrations all reproduced in splendid taste, style, and manner. We like the general reading articles which show the far-reaching interests of the college. We like the manner in which the news about classes is set up—big class numbers, very big numbers but not too large—at the head of the class. We suggest that junior colleges will benefit by securing copies of the Bradford, Colby, and the Stephens College Bulletins. Green Mountain Junior Col-

lege, Poultney, Vermont, also published a very interesting and attractive bulletin. Glancing over these publications, we would recommend that if colleges cannot afford to produce any considerable number of publications each year, it would be better to reduce the number and improve the quality.

* * *

Well, there are many items about regular radio programs such as are given at Campbellsville College, Campbellsville, Kentucky. Here a daily radio program has been given every day in the year for five or six years. Gardner-Webb College, Boiling Springs, North Carolina, owns its radio station which has broad coverage. There are also a considerable number of colleges which are now doing TV programs. College days for high school seniors are held at many junior colleges. We attended one in Mississippi at which over 1,000 seniors were present for the day. Athletics, too, have a place in good public relations if they are well conducted for the sake of the game. Such events offer unusual opportunities for the entertaining schools to treat visiting teams and their followers as friends and guests. Visits by the staff and members of the faculty to high schools, to conventions, to professional meetings of many kinds all have public relations values.

* * *

So, you may take your choice on what to do. As we view the matter

of good public relations, there's plenty of information on how to do it. The real nub of the problem is to secure a person who has ample time to do a good job and give him funds with which to do it.

* * *

And while we are on this subject, why not do everything possible to bring back to your college next year a far larger percentage of your present freshmen? It can be done, as witnessed by the 100 per cent increase in sophomore enrollments at Boise (Idaho) Junior College, Phoenix (Arizona) College this year and nearly 100 per cent at Pueblo (Colorado) Junior College last year. Junior college people

sometimes point the finger at the senior colleges with the statement that they lose nearly one-half of their students by the end of the second year. The fact is that junior college on the whole are doing no better between the freshman and the sophomore years. Some of the most exacting and time consuming but the most valuable contacts are made in the homes of the people. We know of junior colleges which almost doubled enrollments this year by the method of home visitations. It isn't enough to say that young people don't attend college because they are not interested. It is wise and necessary to contact them with their parents and help them to become interested and motivated to continue their education.

The Junior College World



JESSE P. BOGUE

President Jacob Johnson of Conners State A. & M., Warner, Oklahoma, was elected chairman of the junior college section of Oklahoma Education Association. About 100 staff members of Oklahoma junior colleges attended the State Convention. President Johnson is a veteran in junior college administration, having the record of having served the longest term of any Oklahoma college president.

* * *

Wright Junior College, Chicago, Illinois, has an outstanding record for the enrollment of foreign students. In the autumn of 1954, 134 foreign students from 31 countries were enrolled. Countries represented are as follows: Germany, 30; Greece, 22; Poland, 15; Hawaii, 12; Italy, 7; Latvia, 5; England, 5 Yugoslavia, 5; Lithuania, 3; Iraq, 3; Austria, 3; Norway, 3; Ireland, 2; Iran, 2; Luxembourg, 1; Casablanca, 1; Hungary, 1; Colombia, 1; Denmark, 1; Canada, 1; China, 1; Czechoslovakia, 1; Estonia, 1; Russia, 1; Guatemala, 1; Japan, 1; Palestine,

1; Turkey, 1; Netherlands, 1; Switzerland, 1; and Peru, 1.

* * *

Los Angeles City College Is Fully Accredited according to the Los Angeles Collegian of December 17. The committee from the Western College Association has submitted its report to Dr. John Lombardi, dean of instruction, informing him that City College has been found acceptable for inclusion in the list of accredited colleges. The report, so it is stated, included praise for almost 30 separate points of City College life, including such things as the school's excellent grading standards, the enthusiasm and interest of the teaching staff, freedom of students to proceed without faculty interference, and the college's stated objectives as found in the catalog. A few weaknesses were discovered by the committee, and recommendations were made for improvement. It is stated that the present accreditation will be carried for a period of five years. At the end of this time, the committee

will return to recheck conditions at the college.

* * *

Tuition Exchange Plan Can Help Junior College Faculties, according to Dr. Blake Tewksbury, President, Keystone Junior College, La Plume, Pennsylvania. "Tuition Exchange, a plan sponsored by a \$38,000 grant by the Ford Foundation for the Advancement of Education, offers a measure of financial relief to faculty and staff members of junior colleges faced with the problems of sending their children away to college.

"Our decision at Keystone Junior College to qualify for membership in Tuition Exchange arose from an effort to help instructors with salaries lower than other professionals to meet their educational obligations toward their children and to forestall the growing shortage of qualified college teachers.

"Seven years ago the antecedent of Tuition Exchange, known by the significant name of Faculty Children's Tuition Exchange, conducted a study of the educational needs of faculty children. It was learned that, while most colleges provide free education for children of their staffs, many parents prefer their children to attend college away from home. Further, girls whose parents are on faculties of men's colleges and boys whose parents are on faculties of women's colleges present a financial problem.

"Cooperation among colleges, through making tuition waiver re-

ciprocal, satisfies a faculty need at little or no extra cost to the junior college. Each college may change its commitment at any time, but not to the point of eliminating debts already incurred. The commitment is based as nearly as possible on the number of faculty children likely to go to college in the next five years.

"A central record of semester-unit credits and debits is maintained at Williams College, Williamsburg, Massachusetts. Should a college commitment quota be complete, the student applies to another member college of his choice.

"Providing their children with a rewarding college education away from home is a major goal of most junior college teachers. On home campus such a student may become psychologically handicapped, while a change of social environment stimulates independence and builds self-reliance.

"Since it appears that Tuition Exchange will operate between junior colleges and other institutions to advantage, other junior colleges should take steps to qualify under the plan and enjoy its benefits.

"While originally membership in the antecedent of Tuition Exchange was limited to four New England Colleges, it now includes some 72 colleges and universities, with commitments for more than 900 students. Here is an opportunity which the staffs of

other junior colleges may wish to share soon with Keystone Junior College."

* * *

Ohio Mechanics Institute, Cincinnati, according to Dr. Kenneth R. Miller, President, is nearing its goal of \$300,000 in the Capital Gifts & Improvement Program. By the end of December over \$250,000 had been raised. The funds will be used to purchase needed equipment and machinery to improve the laboratory and classroom programs at the college. The college has been expanding its program in several ways. The day enrollment increased by 27 per cent and approximately 7 per cent in the evening college program. New courses have been introduced, including subjects such as Hydraulic Design, Industrial Safety, a basic course in Jet Engines, and a 22-week course in Machinery Repair and Maintenance.

The Automatic Transmission Plant of the Ford Motor Company in Cincinnati recently closed the apprenticeship training program and transferred their apprentices in the Electrical, Machinists and Tool and Die Programs to the college for training.

* * *

Odessa College, Odessa, Texas. The Regents of this college have approved plans for \$785,000 building program to take care of the rapidly increasing enrollment. The proposed program will include funds for new laboratories, expansion of business offices, classrooms, a student union building of

\$102,269, expansion of gymnasium, \$139,000, addition to auditorium, \$59,000, and \$261,725 for general expansion and improvement on the campus.

* * *

What to Look for in a College! is the title of an article in *Special Guide to Methodist Colleges*, November-December, 1954, published by the Board of Education of the Methodist Church, Nashville, Tennessee. "Choosing a college is serious business," so states the article. "College years are decisive. What are some of the questions to be asked about a college?" The publication lists the following questions that junior college administrators may wish to ask and answer for prospective students and the general public:

1. What does the college stand for?
2. What is the accreditation of the college?
3. What is the quality of the faculty?
4. What is the size of the college?
5. What are admission requirements?
6. In what kind of community is the college?
7. How well is the college equipped?
8. What will it cost?
9. What about vocational education?

* * *

Eastern Arizona Junior College, Thatcher, Arizona, was successful in its first bond election in the history of

the college last December. The vote was 449 to 124 to provide the college with \$225,000. The funds will provide for a new science building, will enlarge the farm for agricultural education, enlarge the shops for technical instruction, and remodel the administration building. The college was established and operated at first by the Church of Jesus Christ of the Latter Day Saints. In 1933 it became tax-supported for the Thatcher community and is now supported jointly by Graham County and the state. Improvements and expansion of the college have been made necessary by increasing enrollments and demands for the future. This present year's enrollments are up nearly 25 per cent over last year.

* * *

New England Junior College Council is observing its silver anniversary. The Council has published an attractive bulletin in celebration of the history of the Council from 1929 to 1952.

The bulletin sets forth the history of the Council, purposes, meaning of membership, committees of the Council, and a list of the 19 members. The purposes are listed in the following way: to provide standards for membership; to inform institutional members and the public of the problems of junior colleges in this region; to direct discussion that will be helpful to its members; and to provide for collective action whenever such action is deemed advisable. The Council as it is presently constituted resulted from the adoption of new standards for membership and thorough inspection of all colleges. Among the criteria for membership the bulletin states: "The membership of any institution depends on its having an entity of its own and a large measure of independence as evidenced by state approval, incorporation as a non-profit organization, and management under an autonomous Board of Trustees representing diversified interests such as education, business, and the professions."

Current Publications

Alexander, Franz, M.D., and Alexander, Francesca. *What Are You Afraid Of?* (Life Adjustment Booklet.) Chicago: Science Research Associates, 1954. Pp. 48. \$.50.

Written in a clear, optimistic way, this booklet provides interesting material to help young people. It is planned for teenagers and attacks the problem of fear and anxiety by using the insights of modern psychiatry.

Allen, Shirley W. *Conserving Natural Resources.* New York: McGraw-Hill Book Co., Inc., 1955. Pp. ix + 347. \$5.50.

This volume covers the entire field of natural resources, including minerals, and discusses the nature of each group of resources and its significance in the individual and national economy. It encompasses all the relevant aspects of the subject—physical, technical, legal, political, economic, social, and human.

Anderson, Howard R. (ed.) *Approaches to an Understanding of World Affairs.* (Twenty-Fifth Yearbook of the National Council for the Social Studies). Washington: The National Council for the Social Studies, 1954. Pp. x + 478. \$3.50, paperbound. \$4, clothbound.

This volume represents the culmination of three decades of effort by social studies educators to discover how to teach more effectively for the understanding of international affairs.

Beck, Robert H., Cook, Walter W., and Kearney, Nolan C. (eds.). *Curriculum in the Modern Elementary School.* New York: Prentice-Hall, Inc., 1953. Pp. viii + 584.

Part One of this book introduces a number of scientific discoveries that, if applied, will greatly enrich the elementary-school curriculum, and the experiences of pupils and teachers alike. Part Two shows some of the most common ways in which curriculums are organized and some of the kinds of units and activities that are used. Part Three portrays actual situations in which teachers practice the principles set forth in the first two parts of this book.

Carlsen, G. Robert and Alm, Robert S. *Social Understanding Through Literature.* Washington: The National Council for the Social Studies, 1954. Pp. vii + 111. \$1.25.

This bulletin has been prepared to meet the needs of social studies and core teachers for imaginative literature and biography that illuminate the issues about which modern problems courses are built. The compilers have selected literary materials, chiefly novels, but also some plays and biographies, that focus on the problem areas teachers deal with in social studies courses.

Chase, Alston Hurd and Phillips, Henry, Jr. (eds.). *A New Greek Reader.* Cambridge: Harvard University Press, 1955. Pp. 140. \$5.

Selections in this book were made solely upon the basis of their interest to the modern student and upon that of their importance as expressions of Greek thought and culture. The book may be used alone or as a sequel to *A New Introduction to Greek* by the same authors.

Criteria for Evaluating Junior High School. Austin, Texas: The Texas Study of Secondary Education, 1954. Pp. vi + 142. \$2.50.

This study falls into two main divisions: first, a comprehensive list of the characteristics of junior high school pupils, together with the implications these have for the educational program; and second, specific criteria for the subject areas usually found in junior high schools as well as for the all-school activity areas, such as guidance and library services.

Edwards, Allen L. *Edwards Personal Preference Schedule.* New York: The Psychological Corp., 1954. Specimen set, \$.60.

Needs which college students and adults seek to satisfy in the daily conduct of their lives are the basis of the variables whose relative strength is measured by the *Edwards Personal Preference Schedule*. The text is designed to show the relative importance within the individual of 15 needs or motives.

Grambs, Jean D. *Education in a Transition Community.* New York: The National Conference of Christians and Jews, 1954. Pp. 124.

This booklet is the ninth in a series of intergroup education pamphlets and is designed to help educators faced with the problem of integration of minority groups. The material is organ-

ized primarily with the needs of the public school in mind.

Grieder, Calvin and Romine, Stephen. *American Public Education.* (Second Edition.) New York: The Ronald Press Company, 1955. Pp. v + 424. \$4.75.

This book should be useful to those who want to develop an acquaintanceship with the American school system and should be particularly valuable to students in colleges and universities who are beginning preparation to teach and to teachers in service who have never systematically prepared themselves in this field, or who did so many years ago.

Krug, Othilda, M.D. and Beck, Helen L. *A Guide to Better Discipline.* (Better Living Booklet Series.) Chicago: Science Research Associates, 1954. Pp. 48. \$.50.

This new booklet discusses discipline from a positive view with emphasis on constructive aims and sound standards. Ways of handling misbehavior are also discussed, and there are individual chapters devoted to discipline in the home and discipline in the school.

Menninger, William C., M.D. *All About You.* (Junior Life Adjustment Booklet.) Chicago: Science Research Associates, 1954. Pp. 40. \$.50.

Teachers, counselors, and parents will find this booklet valuable in helping children acquire self-understanding and knowledge of what other people are like.

Ridenour, Nina. *Building Self-Confidence in Children.* (Better Living Booklets.) Chicago: Science Research Associates, 1954. Pp. 48. \$.50.

This booklet provides helpful examples of children who have—or lack—self-confidence. By presenting ways that adults can help children develop confidence, it serves as an effective aid for all who guide young people.

Rollins, Charlemae. *The Magic World of Books*. (Junior Life Adjustment Booklet.) Chicago: Science Research Associates, Inc., 1954. Pp. 40. \$.50.

This booklet encourages children to select books which appeal to their interests and shows how reading can lead to many fascinating activities and hobbies.

The University Teaching of Social Sciences. Economics. New York: Columbia University Press, 1954. Pp. 300. \$3. Cloth edition.

This survey is the fifth of a series of five volumes presenting a general report on the Enquiry into the Teaching of the Social Sciences. Plans for this survey were presented in 1950 at the General Conference of UNESCO, and means of implementing this resolution were undertaken by five inter-

national non-governmental organizations in collaboration with Unesco in 1951-52. The volume contains reports by more than a dozen experts.

The University Teaching of Social Sciences. Political Science. New York: Columbia University Press, 1954. Pp. 249. \$1.50.

This report grew out of an inquiry into the teaching of political science in eight selected countries. This inquiry was to form part of a larger investigation into the teaching of the social sciences which UNESCO had initiated. Supplementary reports are also included from several other countries.

Weaver, Glen L. *How, When, and Where to Provide Occupational Information*. (Practical Ideas in Education Series.) Chicago: Science Research Associates, 1954. Pp. 48. \$1.

First in a new series written especially for educators, this handbook will serve administrators, counselors, and teachers responsible for a vocational guidance program.



Recent Writings... **JUDGING THE NEW BOOKS**

SUSAN GREY AKERS. *Simple Library Cataloging*, 4th ed. Chicago: American Library Association, 1954. Pp. 250. \$5.00.

MAURICE F. TAUBER AND ASSOCIATES. *Technical Services in Libraries*. New York: Columbia University Press, 1954. Pp. 487. \$6.50.

The "general practitioner" in every profession today finds it increasingly difficult to keep himself informed of the latest developments in his field. His knowledge of techniques and theories becomes outmoded almost immediately upon graduation from professional school unless he finds both time and skill to uncover and digest the relatively few important items buried in the welter of current professional literature. Since librarianship is no exception to this rule, any short-cut to a knowledge of modern library theories and techniques should be welcomed by all librarians, recent and not-so-recent library school graduates alike. In the area of technical processes such a short-cut exists in the form of two new books: Akers, *Simple Library Catalog-*

*ing and Tauber, *Technical Services in Libraries*.*

Few librarians will need an introduction to either of these authors. An earlier edition of Susan Grey Akers' *Simple Library Cataloging* has long been standard equipment in the first year cataloging classes of many library schools. Dr. Akers was Dean of the School of Library Science, University of North Carolina until she retired in June, 1954. Maurice F. Tauber, Professor in the School of Library Service, Columbia, University, is the author, co-author, or editor of other important works which have already won him an enviable reputation in library circles.

Simple Library Cataloging, 4th ed., will be especially useful to the average junior college librarian because it was written with the small library primarily in view. For those who are not familiar with earlier editions of the book, the following statement of its purpose is quoted from the introduction:

This book has a three-fold purpose: (1) to give the librarian of the small public school, college, or special library who lacks professional education and experi-

ence under the expert guidance the necessary directions for classifying and cataloging a collection of printed and audio-visual materials, that they may be made accessible; (2) to serve as a textbook for short elementary courses in cataloging; and (3) to serve as collateral reading in the earlier parts of the basic cataloging course.

The book fulfills its purposes admirably in this reviewer's opinion. Although most junior college librarians probably depend on the Library of Congress for the bulk of their cataloging, a manual such as Akers' can be useful in handling the inevitable items which require original cataloging.

Several important changes have been made in this revision. The chapter on handling audio-visual materials is the most important of the additions. The discussion includes classification and cataloging of film-strips, phonograph recordings, both musical and non-musical, maps, and slides. Examples of Library of Congress printed catalog cards for "phonorecords," filmstrips, and maps are given.

A brief discussion of the differences between the 14th and 15th editions of Dewey is included, and the appendix has 37 pages of examples of catalog cards. Minor changes in the new edition include a slightly expanded glossary and other additions which bring the book up to date.

Technical Services in Libraries, as the title indicates, is considerably broader in scope than the Akers books and covers "acquisitions, cataloging,

classification, binding, photographic reproduction, and circulation operations" according to the subtitle. Pitched on a higher plane than merely a review of current practice, this book considers the philosophy behind the various technical services and raises questions which will be remembered and discussed in library circles for some time to come. The book is a summing-up of current thinking and practice in the area of library service which it covers, that of technical processes. For this reason, it is important to all librarians.

Chapter one, an introduction, defines the field of technical services and includes a discussion of some general problems related to the field. Chapter two covers "technical services in the library," giving the organization chart of the Illinois University Library as an example of the place of technical services in a library's organization. Next in order comes acquisitions work (divided into purchases, ordering, gifts and deposits, and duplicates and exchanges), cataloging, (divided into development and function, descriptive cataloging, and subject cataloging), classification, reclassification, and recataloging, and administrative problems in the cataloging department. Conservation of materials (meaning binding and repairing) is covered in three chapters. Three more chapters are devoted to circulation operations, one to photographic service (covering types of photographic reproduction

and its uses in the library). The final chapter covers the use of machines in the modern library.

The specific aims of the book are stated in the preface as follows:

(1) to familiarize the student with problems in the technical services and with current thought concerning the best solutions of them; (2) to familiarize him with sources of published and other information concerning the practice and administration of the technical services; (3) to indicate methods that have been used in studying the technical operations; (4) to point out those areas in which research or special study is needed or likely to prove fruitful; and (5) to furnish a background of information that may be useful in performing the technical services in libraries.

The first aim is evident throughout the book and almost becomes an annoyance at times when several "authorities" are quoted and left to stand without comment. Aim number two is accomplished by means of full documentation throughout the book. Footnotes do not appear in the text, however, but are all together in the appendix. Aim number four should be of particular interest to all librarians who are considering writing a thesis.

Most junior college librarians (those in charge of one- and two-man libraries) will find it necessary to simplify many of the operations described. Nevertheless there is profitable discussion of principles, problems, and operations common to all libraries, large and small, from which application can be made to junior college libraries.

One problem faced by all alert librarians is particularly well stated in the introduction as follows:

It should be apparent that the great increase in the number of books and in the extension of knowledge has added to the responsibilities of librarians who have assumed that in addition to collecting and preserving books and other graphic materials, they have the obligation of making their contents available as easily and quickly as possible. The assumption of this responsibility carries with it the duty to undertake every available means for its fulfillment; to seek out better means than those already known; to work constantly at their improvement; and to employ these means as effectively as possible. This involves discarding operations and techniques which are found to be outmoded, inadequate, or inefficient. The problem exists in the small as well as the large library.

Too many librarians are afraid to discard or even scrutinize carefully a time-honored process or technique simply because of its age. The author is not hindered by this attitude and technical services, as a result, are here viewed in their proper perspective. Dynamic library service in any library is largely dependent upon such a point of view on the part of the librarian involved.

The discussion of the physical arrangement of the acquisition department in chapter 3, (Acquisitions: functions and organization), contains such valuable material for the junior college librarian. A list of 11 functions

of the department is given with the following comment:

These functions need to be translated into terms of space and equipment necessary to carry them out. Card cabinets are needed which will take care of and provide for further expansion of outstanding order files, "in process" files, disiderata lists, and similar records. Vertical files are needed for the extensive departmental correspondence as well as for holding copies of outstanding orders. Shelving needs will be determined by the volume of ordering and by the library's policy on holding books in the department until invoices arrive. . . .

As has been stated, the junior college librarian will need to scale the discussion down to fit the needs of a small library, but the principles here obtain in every library. The 11 functions listed are all performed by every librarian who orders books. If the physical arrangement of the acquisitions area is carefully planned to expedite them, they will be performed far more smoothly, quickly, and with less effort than if physical arrangement is done haphazardly with no thought of function. It is probable that a large majority of acquisition areas in junior college libraries could be made considerably more functional by a little careful planning. Widespread reading of this discussion should stimulate such planning.

Book purchasing, which is one facet of acquisitions fraught with problems

common to all libraries, is the subject of enlightening discussion in the chapter on purchasing.

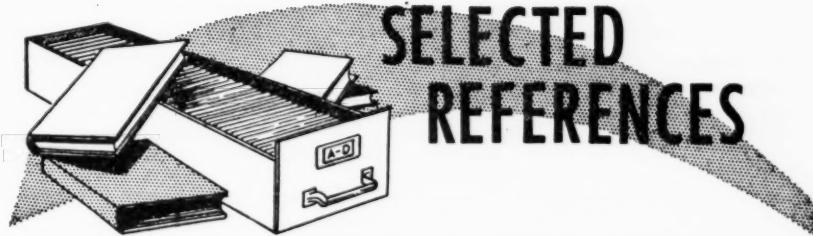
Both descriptive and subject cataloging receive comprehensive treatment in the chapter on Catalogs and Cataloging. Current attempts at simplification are discussed.

The study of costs and scientific management has been largely ignored by librarians until recently and even now only those in charge of large institutions are showing any great interest. It is an area in which all librarians are concerned, however. Business and industry have been forced into detailed studies of costs in order to maintain their markets; and although libraries are not competitive institutions, the very nature of our society decrees that a poorly managed institution will be crowded out of existence in time. A timely discussion of this aspect of librarianship appears in the final chapter of *Technical Services in Libraries*.

There are many points of interest to junior college librarians in addition to the ones listed in the present review. A careful perusal of the book should be of great value to anyone who needs or desires a comprehensive grasp of technical processes in libraries.

J. PAUL VAGT

Howard County Junior College
Big Spring, Texas



MARVIN L. BAKER

BOGGS, JUDGE. "Forgotten Aspects of Mental Training," *Phi Delta Kappan*, Volume XXXV, No. 9, June, 1954. pp. 371-72.

Education has centered its efforts on only a part of the students' mental makeup, according to Judge Boggs, who is now retired but still interested in education. He says that: "Thousands of teachers are still teaching subject matter intensely, and thousands of others are teaching children." The relative merits of each practice are not argued, but two areas in education in which all teachers have fallen short throughout our educational history are indicated.

Human mental ability is a "three-phased capacity. The mind can do three things: know, feel, and will." Although all of these abilities are present in every act of the human being, one of the three is predominant.

The ability to *know* is uppermost when the student is learning factual information, solving new problems, or understanding something new or different. The ability to *feel* is in control

when the learner's emotions are upset or deeply stirred. Finally the ability to *will* is supreme when mental behavior is directed in channels that result in social habits, either good or bad. The personal attributes of the individual are the results of how will power is developed. The will power of a person is educable and thus deserves education's attention.

It is not possible to say which of the three capacities discussed is most important; however, C. K. Kluckhohn in his *Mirror for Man*, page 276, says: "When one minutely scrutinizes one's own behavior, one invariably sees how large a proportion of one's acts is determined in accord with the logic of his sentiments." Sentiment is based in feeling. However, only in the realm of knowledge has public education furnished texts, courses of study, and other aids to teachers.

When public schools were established in this country, the home and church were strong institutions where instruction in attitudes, emotional control, and social habits was given. How-

ever, in conditions that exist today, more and more of this instruction becomes the responsibility of the school. The school can no longer be merely an institution for imparting information.

In some areas of teaching good jobs

are being done. Nevertheless, the author says that "only when we have trained our children in all three mental phases shall we have measured up to our responsibility in education."

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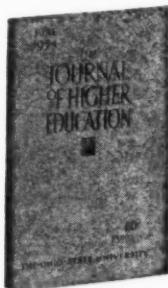
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